

**COMMUNICATIVE LANGUAGE TEACHING AND
CURRICULUM INNOVATION IN THE TEACHING OF ENGLISH
AS A FOREIGN LANGUAGE IN QATAR**

**A STUDY OF THE CLASSROOM AND ITS
SOCIO-CULTURAL CONTEXT**

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ABSTRACT

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Communicative Language Teaching and Curriculum Innovation in the Teaching of English as a Foreign Language in Qatar: a Study of the Classroom and its Socio-Cultural Context

This study takes its point of departure from the problem of low standards of attainment by school students of English in Qatar in recent years. Communicative Language Teaching (CLT) has been the method approved by the Qatar Ministry of Education since the adoption in the late 1970s of the "Crescent English Course" as the English language course for use in schools in Qatar. Despite an extensive in-service training programme devoted to training teachers in the use of CLT methods, a series of evaluation reports shows that the attempt to introduce these methods has met with considerable resistance from teachers. It is widely acknowledged that the attempt to introduce CLT methods into the English Language Teaching curriculum in Qatar has not been successful. The aim of this study is to contribute to our understanding of the factors underlying this failure, and, more generally, to contribute to our understanding of the process of successful ELT curriculum innovation in the Arab world.

The focus of the study is on the beliefs and practices of teachers, pupils and head teachers towards English language teaching and learning in Qatar. In particular, we focus on the classroom culture which results from the beliefs and practices of male ELT teachers and their pupils. Data were collected by means of questionnaires, interviews and classroom observation. The findings of the study suggest that the classroom culture of the boys' schools in Qatar is incompatible in many respects with the officially promoted CLT methodology. In particular, the classroom observation data show that the classroom practices of male expatriate Arab teachers reflect an authoritarian teaching style which stems from the hierarchical nature of Arab society. All of the 20 teachers interviewed expressed positive attitudes towards competition and half of them expressed negative attitudes towards the cooperative techniques which are an inherent part of CLT methodology. The behaviour and attitudes of the male students were in general consistent with the beliefs of the male teachers, although in some respects, especially regarding the use of cooperative methods in the classroom, they expressed more positive attitudes to CLT methods than the teachers.

The findings of this study also suggest that there are several significant background factors that affect the attitudes of teachers and pupils towards teaching and learning in the ELT classroom in Qatar. These include sex, qualifications, the location of school and nationality. A comparison of results from questionnaires administered to male and female students shows that the female students have more positive attitudes towards the teachers and higher levels of integrative orientation towards learning English than the male students. These findings suggest that attitudes and perceptions rooted in the social context must be significant factors in language learning and teaching and in the success of ELT curriculum innovation.

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LIST OF ABBREVIATIONS

ALECSO	The Arab League for Education, Culture and Science Organisation
ALM	Audio-Lingual Method
AUB	The American University of Beirut
BANA	British, Australasian and North American (sector)
CEC	Crescent English Course
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ELDC	English Language Development Centre
ELDP	English Language Development Project
ESP	English for Special Purposes
OUP	Oxford University Press
QGPC	Qatar General Petroleum Corporation
TESEP	Tertiary, Secondary and Primary (sector)

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CHAPTER ONE

Aims and Scope of the Study

1.1 Introduction

The role of English as the principal language of world-wide communication is evident. As a result the teaching and learning of English is given a significant place in the short-term and long-term goals of educational planning in many countries where English is a foreign language. In countries in the Middle East, the English language is particularly important because it provides access to Western science and technology and because of its role in the process of modernisation.

The state of Qatar introduced English into its educational system in 1949 (Qotbah 1990:16) for several reasons such as modernization, establishing a relationship with Western countries and for general communication with English-speaking people.

The Ministry of Education in Qatar has promoted several different approaches to the teaching of English since the inception of the state. In the 1950s structural approaches such as the grammar-translation method were dominant in schools (Qotbah 1990:20). In 1975 the Ministry of Education observed that the standards of attainment of the students in English were not satisfactory (Abo Jalalah 1989, citing Naji 1976). One reason for the poor performance of students in English was thought to be the use of structural approaches in the classroom, and the consequent failure to promote the development of fluency in oral communication by the students. This is the thinking which lay behind the introduction of a curriculum based on the principles of Communicative Language Teaching (CLT) in 1976 (Abo Jalalah 1989, citing Naji 1976). This did not, however, lead to a rapid improvement in standards of attainment. A report by the Arab League for Education, Culture and Science Organisation (ALECSO) stated that the achievement level of students in English in Qatar was not satisfactory (ALECSO 1982a:7).

1.2 Statement of the problem

There is no doubt that CLT methods are based on assumptions which are in partial conflict with the culture of the students and teachers in Qatar. CLT methods make use of student-centred activities, inductive learning and favour the acquisition of skills over the acquisition of knowledge, whereas the predominant classroom culture which the students and teachers are familiar with depends on teacher-centred activities, deductive learning and content-based instruction. These differences raise the question as to whether the attempts of the Ministry of Education in Qatar over the last thirty years to implement an English language curriculum based on the principles of CLT methods have been successful.

There are some reports which may give a preliminary answer. Expatriate male Arab teachers have shown some resistance to the method. As Morad (1994:43) puts it:

The method was too demanding on the part of the teachers since they had to abandon their traditional method, change their role, change their lesson preparation, learn how to use new teaching aids and learn how to write communicative tests.

Nunn (1996) studied classroom interaction in Qatar secondary schools. He showed that the 'method-in-use' in these schools was incompatible with the officially adopted CLT methodology (see Chapter 3, Section 3.4).

Although the government in Qatar has spared no effort to promote the teaching and learning of English, there are many factors that inhibit or facilitate the desired outcomes. In Qatar, English has a high status and is regarded as the first official foreign language in the country (Abo Galalah 1992:211). However, in spite of this, a low standard of attainment by school students in English has been reported by educationalists. According to a study conducted by the Ministry of Education of Qatar (1993b), English language was one of the school subjects with a high failure rate in the academic year 1987/88. The study identified a number of factors which lay behind the low standards of attainment. These factors included health difficulties (e.g. hearing problems), psychological problems (e.g. anxiety), factors related to the home environment (e.g. lack of good study facilities) and factors related to study (e.g. reluctance to do homework). These factors were all identified as obstacles to learning

in general. Rajab (1993:8) identifies a number of additional factors: irregular attendance and a lack of co-operation between home and school (see Chapter 2, Section 2.4.4).

In spite of the existence of several published studies on the state of English as a foreign language (EFL) in Qatar (Nunn 1996, Abo Galalah 1992, ALECSO 1982a, British Council 1980b), none of these studies focuses on the attitudes of the participants. It is clear that the attitudes and perceptions of students, teachers and head-teachers towards an educational programme must be significant factors in the success of the programme. There is a need, therefore, for a thorough empirical study of these factors in relation to the teaching and learning of English in Qatar. This study represents an attempt to meet this need.

1.3 Aims of the study

This study has the following aims:

1. To contribute to our understanding of the factors underlying the failure of attempts to introduce CLT methods into the ELT curriculum in Qatar.
2. To contribute to our understanding of the process of successful ELT curriculum innovation in the Arab world.

More specifically, this study was designed to provide answers to the following questions:

1. What are the attitudes and perceptions of English language teachers, head-teachers and students towards the teaching of English in preparatory schools in Qatar?
2. What are the factors affecting these attitudes?
3. What are the attitudes of male expatriate Arab teachers of English and students towards CLT methods?
4. Why do expatriate Arab teachers of English in Qatar show resistance to CLT methods?

5. Are CLT methods culturally appropriate to the Arab world?
6. What difficulties are encountered in attempts to use CLT methods?
7. To what extent has the policy of the Ministry of Education of Qatar been successful in implementing CLT methods?
8. How effectively do male English language teachers at preparatory schools in Qatar use CLT methods?

1.4 Limitations and scope of the study

The study examines the attitudes of students, English language teachers and head-teachers towards the teaching and learning of English as a foreign language in Qatar. It also investigates the practices of teachers and the behaviour of students regarding the teaching methods currently in use. The attitudes of other parties such as inspectors of English and educationalists are not investigated in this study. This is due primarily to the time constraints under which this study was conducted, but it was also felt that the primary focus of the study should be on the attitudes of teachers, since they are the people more directly involved in the implementation of curriculum innovation.

Although the needs of the English language teachers in Qatar for training in the implementation of CLT method are assessed, this study does not attempt to evaluate the existing pre- and in-service English language teaching (ELT) training programmes in Qatar. In other words, this study does not examine the content of teacher-training courses, workshops and visits by trainers, and the qualifications of teacher trainers. This is because of the time constraints under which the study was conducted. It was also thought that the examination of the attitudes of the teachers themselves would contribute significantly to the design of effective training programmes.

In this study, a range of empirical methods was used, including questionnaires, interviews and classroom observation. The questionnaires were administered to teachers, head-teachers and students at boys' and girls' preparatory schools. The

interviews and classroom observation schedule were used in the boys' schools only because education is strictly segregated by sex in Qatar and the male researcher was not given access to the girls' schools. Therefore, this study does not make use of any interview or observation data regarding the attitudes of female teachers and students to CLT methodology.

It is necessary to make it clear how far the findings of this study can be generalized beyond the immediate context of the survey from which the findings are derived. The findings relate primarily to the population from which the sample of the study was selected, that is, to all Qatar preparatory school students, teachers and head-teachers. The context of this study is not, however, typical of the contexts of English Language Teaching world-wide, but to the extent that other contexts, particularly those in other parts of the Middle East and the Islamic world, are similar to that in Qatar, then the findings are relevant to these contexts as well.

1.5 Outcomes

It is expected that this study will contribute to what is known about the factors relevant to the success of ELT programmes in the Arab world. It intended to provide an assessment of the extent to which the attempt to implement CLT methods in preparatory schools in Qatar has been successful. It is hoped that this assessment will lead to recommendations regarding the further development of ELT in Qatar. The research is also expected to provide recommendations related to the pre-service and in-service training of English language teachers in Qatar.

1.6 Structure of the study

Chapter Two provides an account of the historical background to English language teaching in Qatar including the reasons which lie behind the introduction of English language teaching in the school system. In Chapter Two we also look at the various problems which have been encountered in relation to English language teaching in Qatar, and we touch on teaching methods, the training of English language teachers and the place of assessment in the curriculum.

In Chapter Three we review the literature regarding the use of appropriate methodology in English language teaching (ELT), particularly in the Arab world. We focus on the mismatch between the expectations of students and teachers and the principles of CLT methodology.

In Chapter Four the methods of data collection are discussed. These include questionnaires designed to measure the attitudes of head-teachers, teachers and students, interviews with male teachers and students and a classroom observation schedule. In this chapter we also discuss the validity and reliability of these instruments.

The questionnaires were designed to examine attitudes to English language teaching, i.e. to provide the answers to questions 1, 2 and 6 in the list of research questions above (Section 1.3, page 3). The interviews were designed to explore the attitudes addressed in the questionnaires in more detail, thus hopefully providing answers to questions 3, 4, 5 and 7. The classroom observation schedule was designed to collect data regarding the teachers' implementation of CLT methods and the students' behaviour in class, thus addressing question 8.

In Chapter Five the results from the three questionnaires are presented and discussed and in Chapter Six the results from the classroom observation schedule and the interviews are presented and discussed. Chapter Seven provides a summary of the results, discussion of their significance and a statement of the conclusions which arise from the findings of this study.

CHAPTER TWO

English Language Teaching in Qatar

2.1 Introduction

This chapter outlines the historical background to the introduction of English as a foreign language into the educational system of Qatar. We review the history of various methods which have influenced the practice of English language teaching in Qatari schools and we identify some of the problems which have been encountered in this area of curriculum development.

2.2 Rationale

The success of any attempt to introduce English language teaching into a country is governed by many factors, including the circumstances, needs and policy of the country. English was introduced to Qatar for several reasons, namely, the long-standing political relationship with Britain, the need to improve communications, the demands of modernization, the need to service the oil industry, and the educational and personal needs for English of the Qatari people.

2.2.1 The political relationship with Britain

One of the motives for the introduction of ELT may be the need to establish economic or political relationships with other countries, as Cook (1993:105) states:

but for many students the L2 has no role within the society itself. English is not learnt in China because it is used inside China. Instead the L2 is taught in the educational system because of the benefits it brings from outside the home country. Any language may of course be taught with the aim of promoting relationships with other countries that use it.

This motivation is closely linked to the colonial relationship which Qatar once had with Britain. During the period of the British Protectorate, the English language exercised a strong influence in the country, even to the extent of providing many loan words for the dialect of Qatari people. This influence persists to this day. Table 2.1 shows some of the English loan words in the Qatari dialect.

Table 2.1: English loan words in the Qatari dialect

Qatari dialect	Meaning
Cake	Cake
Bascoot	Biscuit
Rado	Radio
Kembuter	Computer

2.2.2 Communication

A second factor behind the introduction of ELT in Qatar is the importance that English has as a language of world-wide communication. English is spoken throughout the world and nations as well as individuals may need it to achieve their goals such as the exchange of information and travel. Crystal (1987:358) cites a UNESCO report which states that English is used as an official or semi-official language in over 60 countries, whilst having a high status in another 20.

English is the most important foreign language in Qatar, though other foreign languages, such as French, Hindi, Persian and Urdu are also used. Abo Galalah (1992:211ff) shows that English is the first foreign language in Qatar in terms of its role in comparison to other languages.

The purpose of Abo Galalah's study was to examine the perceptions and attitudes of Qatari people towards the English language as the basis for appropriate syllabus design for Qatar. He distributed questionnaires to 660 male and female students selected from three stages of the education system in Qatar (primary, preparatory and secondary). He also included 460 adults, chosen as a representative cross-section of Qatari society, in the sample for the questionnaire. In addition to the questionnaire, interviews were conducted with 10 different influential people in different sectors of Qatari society.

The rank of other languages in the country according to Abo Galalah's study is as follows: (1) Hindi, (2) Persian, (3) Urdu and (4) French. The first three languages are widely used among the Asian community in Qatar; the use of French is very limited. English is unlike French since it has a prominent status in many aspects of life in Qatar such as education and industry. Qatar needs English for particular reasons such as modernization, the oil industry, in education and for personal use.

2.2.3 Modernization

A third factor contributing to the introduction of English is that Qatar is a developing country and English is promoted as an aid to the process of modernization. Dubin and Olshtain (1991:7) state that English is often promoted for this purpose in developing countries. English is also used as a language of worldwide communication, especially in countries whose language is not used widely abroad. English is particularly important in this respect, since it is the principal language of international business and technology transfer throughout the world. Qatar needs English to facilitate the transfer of technology from the West in many different fields, including the importation and maintenance of machinery, the use of technical manuals and large-scale building projects. English is also needed for training technology workers, since training expertise is usually bought in from Britain or the United States of America for short training courses in manipulating modern technology in the required areas.

English also has an important part to play in Qatar's international trade. Qatar relies on foreign trade and has relationships with many industrial countries. Thus a good knowledge of English is needed to draw up contracts with companies from these countries. Among the joint enterprises set up with foreign companies are the following (Ministry of Information and Culture 1994:15ff):

Qatar Fertilizer Company. This was set up in 1969 as a joint project by Qatar General Petroleum Corporation (QGPC) and Norwegian Norsk Hydro.

Qatar Petrochemical Company. This was established jointly by QGPC and French Chemie.

Iron and Steel. This plant was built in 1974, jointly by the government of Qatar and two Japanese companies: Kobe Steel Limited and Tokyo Limited.

English is also required for business communication in Qatar. 213 of the adult respondents in Abo Galalah's (1992) study (i.e. 45.3%) said they needed English very often in business.

The need for English is reflected in policy statements from the Ministry of Education such as the following:

One of the foremost aims of education in Qatar, as stated in the educational policy of the state of Qatar, is therefore to open itself to the outside world through co-operation in the field of science, culture and civilization so that it can benefit from the achievement of more advanced countries in science, technology and all fields of knowledge.

(Ministry of Education 1986:1)

2.2.4 The oil industry

A fourth reason behind the introduction of English to the country is oil production. From the beginning of oil production in Qatar in 1949, the construction of oil-based manufacturing industry has proceeded in collaboration with British, American and other Western companies. According to the Ministry of Information and Culture, the following joint projects have been established:

Qatar Fuel Additives Company. This was set up jointly in 1991 by QGPC, the French Total and the Canadian Octane Companies.

Qatar Gas. This was established in 1984 by QGPC together with companies such as Total, American Mobil, Marubeni and Mitsui Co of Japan.

To service these installations, Qatari workers needed English to communicate with the foreign experts. As a result, the Qatar General Petroleum Corporation provided courses for those recruited into the oil industry. General English language courses were provided for those who needed to communicate with English-speaking people in Qatar. Some employees were also sent to English-speaking countries to obtain relevant

academic qualifications and some staff were sent to take up-to-date courses in petroleum engineering and related fields.

The policy of the Ministry of Education (1986:3) takes into consideration the importance of English for communication and having access to technical know-how. It goes on to state that one of the aims of introducing English into the school system is to enable students:

to acquire a basic communicative competence in order to be able to use English appropriately in real-life situations, to appreciate the value of learning English as a means of communicating with English-speaking people, and to gain access to their knowledge in various fields and to the technical terminology which has international currency.

2.2.5 Education

Educational purposes are the fifth factor influencing the introduction of English to Qatar. English is the first foreign language taught in Qatari schools. It is taught from Grade Five of primary school up to university level. Pupils need English to have access to higher education both in Qatar and abroad. All Qatar University students must take four credit hours of English as a university graduation requirement. English is also the medium of instruction in the Faculty of Engineering.

The Ministry of Education and the University of Qatar offer scholarships for some students to continue their education in English-speaking countries. These students usually need English for academic purposes and communication with the target language community. Table 2.2 shows the distribution of scholarship students in 1994/5 by the foreign host country:

Table 2.2 : Distribution of scholarship students to Western Countries

Country	Master's	Fellowship	PhD	Undergraduate
UK	9	35	38	20
USA	117	22	26	147
France and the rest of Europe	1	—	—	7

Source: The Annual Report 1994/95. Ministry of Education

The Ministry of Education (1986:2ff) also takes into account the importance of English for educational purposes and states the following aims of learning English in the country:

To acquire in school a basic functional competence in the four skills (listening, speaking, reading and writing) as a foundation on which to build in the future.

To provide the potential for pursuing academic studies or practical training in English-speaking countries where English is, for some subjects, the medium of instruction.

To lay the foundation of self-study in English so as to be able to continue learning after school.

2.2.6 Personal use of English

The final reason for the introduction of English is the personal need for English. Qatari individuals use English for different personal purposes either in Qatar or abroad. In order to meet these needs the Ministry of Education (1986:3) specified the following objectives:

To achieve self-satisfaction through using English for such personal activities as travelling for pleasure, conducting business and reading instructional brochures for using consumer products.

To increase, by means of a common language, the possibility of understanding, friendship and co-operation with all people who speak that language.

To expand one's own cultural awareness by learning about the cultural heritage of English-speaking people and by so doing, to arrive at a livelier appreciation of both cultures.

To exploit one's command of English in order to spread in the world a better understanding and appreciation of one's own religion, culture and values and to influence world public opinion favourably towards one's people and their causes.

To be able to participate in international organisations and at international conferences, to read their publications, and to contribute to them actively and effectively.

English is used for various purposes in Qatar. For example, people use it for travel. Qatar is a warm country and it is very hot in summer, so many Qatari people take a vacation in other countries where the weather is not so hot in summer. Qataris visit many countries such as Britain, the USA, Malaysia and Germany. Another reason for travelling is to obtain medical care. Although the Health Authority in Qatar provides good health services, some critical cases need to go abroad for treatment, and these patients need English for communication with doctors, nurses and the medical authorities. According to Abo Galalah (1992:214), 342 of the adult respondents in his study (68.9%) use English often or always for travel purposes.

English is also used for general communication in Qatar. Qataris need English to communicate with English-speaking people in Qatar, especially those who work in the private sector such as travel agencies and commercial and industrial companies. In the government sector, English is used but to a lesser extent. Abo Galalah (1992:319) states that:

Adult participants and interview informants use English to a relatively high capacity in many life settings in the country. They use it in the market, at work, for travel, for amusement, in hospital and health centres, for business, to communicate with foreigners, for correspondence and for academic purposes.

Abo Galalah states that 378 of the adult respondents in his survey (80.5%) very often or always use English to communicate with English speaking people. Qatar has relationships with many foreign countries and it is very keen to equip its delegations and representatives with English as a means of communication (Abo Galalah 1992:216).

In general, the motives for using English in Qatar are mainly utilitarian and for personal benefit rather than because of an admiration for the English language and culture. However, Abo Galalah (1992:322) voices the attitudes of some Qataris who learn it for integrative purposes as follows:

Both students and adult participants endorse integrative orientation toward English. They express eagerness to use English as a means of communication to facilitate social interaction with people who speak other languages different from L1. The absolute majority of study informants hold instrumental orientation toward English. They show beyond doubt that they are pragmatically inclined to learn the language for career purposes out of realization of its usefulness in the society and the government does not save any efforts in supporting its position in the country.

In summary, the main factors behind the adoption of English as the first foreign language in Qatar are the need to sustain a relationship with English-speaking countries, education, and the desire to build a modern state.

In order to meet some of the above needs the Ministry of Education has endorsed the communicative approach to the teaching of English in Qatari schools. The motives behind the choice of CLT as the preferred methodology are that this method should maximise the learners' ability to communicate with English-speaking people and to pursue their studies in institutions where English is the means of instruction.

English for specific purposes (ESP) is taught in only two specialist high schools in Qatar, namely the School of Commerce and the Technical School. Many of the graduates of the School of Commerce find jobs in the financial sector. Others pursue their studies in higher education, and the ESP course helps these students to have access to up-to-date information and references in their fields. Many of the graduates of the Technical School find work in the oil industry and other fields such as public utility companies; others continue their studies in higher education, where the ESP course assists them in the same way as it assists the students from the Commerce School.

In the above section we have presented the various reasons behind the introduction of English to the country. In order to complete the picture of the state of English language teaching in Qatar at the present time (2001), we consider now the development of English language teaching in Qatar since its introduction during the colonial period.

2.3 Historical background to English language teaching in Qatar

Qatar has a long-standing relationship with Britain since it was a British protectorate between 1916 and 1971 (Ministry of Information and Culture 1994:24). The historical

association with Britain is one of the reasons for the choice of English as the first foreign language in the state as indicated above. Naji (1980:14ff) says:

English is the second language (after Arabic) in Qatari schools. This is due to the British colonialism (sic) of the country. It is (sic) used to be taught in the early classes of primary stage but by the end of the Second World War, the Educational Authority felt that it was wrong to teach two languages to children at such a stage. They decided to teach English to those who are in the preparatory and secondary stages of education.

Qotbah (1990:9) suggests that English was introduced to the country by Qatari oil workers who worked in the Arabian Gulf in countries such as Saudi Arabia and Bahrain. They learnt English through verbal communication with English-speaking people. They returned home to Qatar after the discovery of oil in 1949. When Qatar started to export oil, the need for oil industry staff to speak English arose. As a result classes were arranged to cater for such needs. In the same year (1949) the first informal primary school was opened and English was introduced in Grade Three.

The introduction of English was associated with some English language teaching methods that influenced English language teaching in Qatar. This is discussed next.

2.3.1 Approaches influencing English language teaching

The current practices of English language teachers in Qatar may reflect the different approaches that have influenced English language teaching during the twentieth century in Qatar. These approaches are the grammar translation method, the audio-lingual method and the communicative approach. Each will be discussed in turn with reference to English language teaching in Qatar.

2.3.1.1 Grammar-translation method

According to Qotbah (1990:19) there is no official document showing what text-books were used for the teaching of English in Qatar in the 1950s. However, teachers and students who Qotbah spoke to stated that the text-books used grammar-translation methods.

Abo Jalalah (1989:73) quotes Al Hajjaj (1983) who states that this was not the only method which was adopted; other methods were also integrated into the English

language curriculum. It seems that grammar-translation dominated the practice of English language teaching in Qatar before 1952 when the first official primary school opened.

Richards and Rodgers (1993:2) describe some of the central features of the grammar-translation approach:

The aim of language learning is to read its literature through analyzing the linguistic rules and translating texts into and from the foreign language. Reading and writing are the most important skills and reading texts determine vocabulary items which are presented in a list along with their equivalent in the native language. Speaking and listening are of no, or very little, importance.

Accuracy is required in translation and the native language is the medium of instruction.

Larsen-Freeman (1986:11ff) describes grammar-translation in similar terms and points out that an authoritarian teaching style is adopted in this method, with the learner passively receiving what the teacher says in the class. There is little interaction among the students. Stevick (1996:213) concurs with Larsen-Freeman and points out that in the grammar-translation approach the learner's interest is not taken into consideration and he/she is required to pay attention, study hard and get the answer right. Stern (1983:455) points out that this method is suitable for some learners who wish to understand the syntax of the language but do not need to be able to communicate using the language. Moreover, translation is an active, problem-solving activity and it is also one of the language strategies used by the learners.

The grammar-translation method, however, receives criticism from those such as Rivers (1968:17) who states that:

Little stress is laid on accurate pronunciation and intonation; communication skills are neglected; there is a great deal of stress on knowing rules and exceptions, but little training in using the language actively to express one's own meaning, even in writing. [...] the student is often trained in artificial forms of language [...] The language learned is mostly of a literary type, and the vocabulary is detailed and sometimes esoteric..

It could be said that, despite these criticisms, the method may still be relevant to language teaching. Translation is a skill which is important for quotation from references in foreign and native languages at advanced levels of education. Students trained in this method also have access to explicit knowledge of the grammatical system of the language, which is helpful in writing.

The work of Krashen (1981) has underlined the importance of ‘comprehensible input’ in foreign language learning. In this connection, it is relevant that, in the grammar-translation approach, the use of the L1 as a means of instruction and the lack of emphasis on listening results in relative lack of exposure to comprehensible input. Grammar-translation also makes use of lists of vocabulary items with their translation equivalents. This technique requires some care in use since students may not be aware that an L2 vocabulary item is not necessarily an exact equivalent to the L1 word since the two items may have different connotations in the two languages. Another related problem, arising out of the focus on vocabulary out of context, is that learners don’t learn the appropriate register for the use of words. For example, they may say ‘They performed a discussion’ instead of ‘They had a discussion’. In addition, grammar-translation pays less attention to speaking, so it does not prepare learners for the type of communication with English-speaking people that, as we have seen, is necessary in many situations in Qatar.

2.3.1.2 The audio-lingual method

In 1965, according to Qotbah (1990:21), the audio-lingual method (a version of the structural approach) was introduced to Qatar, replacing grammar-translation. The introduction of the method was a matter of introducing a new text-book. Qatar in the 1960s was dependent on neighbouring countries such as Egypt regarding the use of their curriculum (Abo Galalah 1992:33, citing Naji 1980). However, the English language curriculum was introduced through an agent (Longman, the publishers). The new text-books were called *Living English for the Arab World* by W.Stannard Allen and Ralph Cook (Qotbah 1990:21, citing Kharma 1967). Qotbah (1990:22) states that these text-books focus on drills and pattern practice; listening practice was restricted to listening to the teacher reading texts aloud to the students.

The audio-lingual method, as Stern (1983:464) suggests, focuses on speaking and listening, although reading and writing are not neglected. Krashen and Terrell (1985:14) suggest that the audio-lingual method is characterized by the teaching of dialogue through habit formation. The language is taught through the repetition of dialogues, patterns and drills until the structure becomes a habit and after a certain time the focus can then switch from structural habit formation to meaning and communication.

Larsen-Freeman (1986:43) states that in the audio-lingual method interaction takes place mainly between teacher and students; there is little interaction between the students. Chain drills are used as a substitute for genuine interaction between students. In this way the learners (according to Dubin and Olshtain 1991:48) are robot-like. Their contribution in class is restricted to choral repetition and controlled writing. Richards and Rodgers (1993:52) state that learning the language starts with oral skills, stressing correct pronunciation, grammar and vocabulary, and how to respond in certain situations. These oral skills form the foundation for reading and writing.

Some pitfalls within this approach are identified by Krashen and Terrell (1985:15) who point out that students learn drills and dialogues without having access to the written form of the foreign language. As a result, they make up their own rules of writing to help them to remember what is being taught and this can result in confusion and discouragement when they are eventually introduced to the written form of the language.

Rivers (1968:46) states that in the audio-lingual method the pupils are required to repeat patterns in response to a stimulus without understanding the meaning. They are also unable to apply the acquired utterances to other situations.

In spite of these negative characteristics, the audio-lingual method is acknowledged to have some advantages. For example, Rivers (1968:44) reports that the method contributes to early oral production of the language by the learners, and this helps them to communicate. It also trains the student gradually to read and write through acquiring language structure on a step-by-step basis.

It can fairly be said that, although that the audio-lingual method has some shortcomings, it succeeds in raising the awareness of the importance of listening and speaking. It also provides the learners with knowledge of the structure of the target language which may help them in writing and speaking. However, learners are dependent on the teacher most of the time since they must repeat words and patterns after him/her. They are also not given an opportunity to do tasks together in pairs and to have a feeling of independence. Moreover, real communication between teacher and student can rarely take place due to the focus on accuracy and controlled speaking and writing.

2.3.1.3 The communicative approach

The communicative approach was introduced to the educational system in Qatar in the 1970s after the decline of the audio-lingual method. Abo Jalalah (1989:87ff) cites Naji (1976) who refers to the observation by the Ministry of Education that the educational authority was not satisfied with Qatari students' achievements in English. There were also feelings that there were shortcomings in the structural approach. Consequently, the Ministry of Education turned to the communicative approach. A brief theoretical background to the method is presented in the next section.

2.3.2 Introducing the communicative approach to the school system

According to Morad (1994:23), who works as a researcher in the English teaching department of the Ministry of Education of Qatar and is one of the most able figures to write about the history of the introduction of the communicative approach to the school system in Qatar, the communicative approach was introduced in 1976 when a joint team from the American University of Beirut (AUB) and Oxford University Press offered a project to improve the teaching and learning of English in Qatar. Prior to implementation a conference was held in 1975 to review the situation of English language teaching. The conference was held in Doha involving representatives from Qatar, the United Arab Emirates, Oman, Bahrain, Kuwait, Jordan and the British Council (El-Laithy 1989:32). The most crucial point to emerge from the conference was that the non-native speaker teachers in Qatar did not have a sufficient command of English, especially at the recruitment stage. The implication of this was that there was an urgent need for pre-service and in-service language development courses for EFL teachers in Qatar. There was also a need for teachers to be trained to teach the language

for communication rather than as a formal exercise. Other conclusions were that the cultural content of the materials and attitudes to language learning should be taken into consideration in designing the teaching materials.

Following the conference an action plan of three phases was proposed: research, curriculum development and in-service training. The purpose of the research phase was to collect data regarding the factors affecting learning English such as the students' attitudes and perceptions. It also aimed to examine the different uses of English in Qatari society and to identify the students' needs for English. The data collected would be used in the second phase to develop a curriculum. In order to accomplish these aims it would be necessary to determine a theory of learning and teaching, to set objectives and to suggest the content. In the training phase the teachers would be trained by the AUB, the English language inspectorate of Qatar and the Faculty of Education of the University of Qatar. Unfortunately, the research phase was subsequently eliminated from the plan (Morad 1994:33ff). This may suggest that the second phase was not based on a sound knowledge of the factors that affect language learning and teaching in Qatar. Rather, it was derived from assumptions based on the Western culture of learning and teaching.

The first (research) phase is still crucial since there is a gap in our knowledge regarding the attitudes of teachers and students towards the teaching and learning of English in Qatar. This study is an attempt to fill this gap in our knowledge.

2.3.2.1 The communicative materials

Between 1977 and 1982 the English language materials known as the "Crescent English Course" (CEC) were introduced to schools in Qatar (Morad 1994:37). These materials included a Pupil's Book, a Work Book, a Teacher's Book, a Teacher's Cassette, a Pupil's Cassette, a Handwriting Book and a Teacher's Package which included transparencies, flash cards and wall-charts.

The adoption of the communicative approach required in-service training. Thus, according to Abo Jalalah (1989:94), the Ministry of Education conducted in-service training courses in 1978 which lasted for two hours per day over a period of two weeks. As one of the trainees at that time, I know that much of the in-service training occurred

in, or in association with, the classroom. The trainer and the trainees made observational visits to teachers. Then after the class a discussion on the observation was carried out. Morad (1994:37) points out that in the same year the Ministry of Education established the English Language Development Centre (ELDC) to supervise the project. The centre carried out the following activities: introducing the aims of the new syllabus, revising the language materials, evaluating them and making the required changes accordingly, training teachers, conducting a pilot study on the text-books, providing the publishers with feedback, supervising tests in order to conform to the new approach and training the teachers in writing tests.

2.3.2.2 Shortcomings of the CEC project

The CEC was subject to considerable criticism after its introduction. Abo Jalalah (1989:100ff) refers to Bratton's observation (Bratton 1984) that although the students had learnt the language for eight years, some of them did not know English completely. Some foreign and Arab educational organizations identified many shortcomings of the project through various reports covering the period from 1978 to 1982. The British Council team issued a number of reports evaluating the CEC project throughout the period from 1978 to 1982. The ALECSO team also visited the country on different occasions from 1981 to 1982 for the same purpose. They came up with criticism and some recommendations in order to develop the CEC project and improve the English teaching situation in Qatar. The details of the reports referred to above are as follows:

- British Council Report on visit to Qatar (1-8 December 1978) (British Council, 1978)
- British Council report on testing consultancy visit for Ministry of Education, Qatar (13-23 January 1980) (British Council, 1980a)
- Interim report of British Council visit to Qatar (1-11 November 1980) (British Council, 1980b)
- British Council technical report on teacher training (1981) (British Council, 1981)

- British Council interim report of consultancy visit to the Ministry of Education, Qatar (14-26 February 1982) (British Council, 1982)
- ALECSO interim report on English Language Development Project (ELDP), Ministry of Education, Qatar (December 1981) (ALECSO, 1981)
- ALECSO Second Interim Report on ELDP. Ministry of Education, Qatar (March 1982) (ALECSO, 1982a)
- ALECSO final report on ELDP: Summary of Recommendations. Ministry of Education, Qatar (July 1982) (ALECSO, 1982b)

A summary of the main points in these reports is provided in Section 2.3.2.3 below. It is important to note that all the British council reports were based on observation and the reports of ALECSO were based on classroom observation, questionnaires and tests. However, we have not been able to trace in the ALECSO reports any statements relating to the attitudes of the teachers and students to the methodology. This provides further confirmation of a gap in our knowledge which this study attempts to provide.

The Ministry of Education (1994:5ff) gives a summary of the recommendations regarding the first version of the materials published in the 1970s. We summarise these recommendations here.

Content

The course is too intensive with too many different activities. The load should be lightened for the students. There are too many language functions so that the pupils are not able to use all of them or choose the appropriate ones for a particular situation. Vocabulary items and grammar should be presented in a cyclical way. Topics and language expressions should be relevant to the students' daily life and culture.

Methodology

Language skill activities should be increased and separated and independent learning should be taken into consideration when teaching the language and intensive practice methods should be adopted.

Grammar

Systematic practice of structural patterns should take place to ensure that lower level linguistic skills are sufficiently mastered to enable students to achieve success at the higher level communicative tasks. Drill techniques should also be introduced to ensure that key grammatical patterns are sufficiently practised and brought under control by the learners. This is a matter of providing exercise types suitable for whole group, pair and individual practice.

Writing

The text-books should focus on writing skills and teaching it through controlled writing techniques.

Course structure

There should be clear cross-references between the Pupil's Book, the Work Book and the Teacher's Book. There should also be a map of each unit of the course. This may contain language skills, topics, structure, language functions and vocabulary.

The Teacher's Book

Methods of teaching should be clearly set out and each lesson (step) should include a summary of language functions, grammar and vocabulary items and it should be presented in clear stages and comprehension questions should be excluded from these stages. Model tests should be provided in the textbook.

These recommendations reflect the problems with the first version of the materials which affected the performance of the students. Morad (1994:49) states that the examination results were not satisfactory, particularly in writing skills. Moreover, the learners did not know the grammatical rules that underlie sentences (Qotbah 1990:34).

Morad (1994:49) says that the ALECSO team (1982a), through its visit to schools, noticed that although many teachers tried to bring their professional expertise up to the standard of the new approach, their language proficiency was not high. There was poor or no communication in the classroom. So there was no change in the roles of the teacher and the students. The teachers misunderstood the new teaching method and

used the traditional method instead. The standards of attainment by the students were in general poor, although the standards attained by the girls were better than those attained by the boys.

As we show later in this thesis, the shortcomings of the materials were not the only reason for these problems.

Abo Jalalah (1989:102) attributes the disappointing results of the project to the following circumstances:

1. The project team did not have enough information about the proficiency of the pupils and teachers and there were no people with syllabus design experience in the Ministry of Education or the University of Qatar.
2. There was a shortage of teachers who were able to implement the new method.
3. There were no English language objectives prior to the adoption of the course.
4. There were conflicting directives between the ELDC and the inspectors of English regarding methodology, training and the communicative approach.

The conflicting directives mentioned above are probably due to the fact that the inspectors and teachers of English were Arab expatriates who had different cultural expectations regarding appropriate teaching methods from those of the expatriate English curriculum developers at the ELDC. The inspectors were probably aware of the difficulties involved in implementing the CEC syllabus, so they were tolerant of the failure of the teachers to put the principles of the communicative method into practice. For example, they did not focus in their reports on the teachers' failure to use student-centred activities such as group and pair-work; if they had done so, this would have represented a threat to the teachers' authority in the classroom.

Morad (1994:48-50) is in line with Abo Jalalah regarding point 4 above. He elaborates on the reasons for the difficulties encountered following the introduction of the "Crescent English Course" as follows:

1. Students' carelessness: they only worked hard two months before the final exam.

2. The project team regarded Qatar and other Gulf countries as a market. So they implemented the syllabus without prior field research. Instead, they referred to another research project conducted in Kuwait in 1974/75.
3. The course had been introduced before the teachers had a good understanding of the approach.
4. The course was too demanding on the teachers since they had to abandon their traditional methods, change their role, change their method of lesson preparation, learn how to use the new aids, and learn how to write communicative examinations.
5. Any innovative project will face resistance if it does not take into consideration the reality of the educational context.

To summarize, the problems encountered following the introduction of the “Crescent English Course” were due to the following circumstances:

First, the CEC materials were published in 1970s. As we have seen above, they had many shortcomings regarding the development of reading and writing skills. The materials were also deficient in other respects. The textbook was the main resource for the teacher and the students. There were supplementary materials in a Reference Book but the teachers did not make use of it and they were not under any obligation to use it in the classroom. This might have been due to a lack of time or because they did not want to overload the learners with extra work.

Second, many of the English language teachers had negative attitudes towards the communicative approach. This may have been due to their educational background. They were influenced by beliefs derived from the traditional methods of English language teaching and it was not easy for them to give up these beliefs. In addition, although they had had in-service training in the new approach, they still had misunderstandings about the communicative language teaching method. As a result, many of them had difficulty teaching the language for communication.

Third, the English language inspectors in 1977 had a similar educational background to that of the teachers of English. The Inspectors were originally teachers of English

themselves, but they were promoted to the job on the basis of their long experience which was related to the traditional methods. This raises the question as to whether the inspectors were qualified to supervise the latter and to persuade them of the validity of the approach. It seems that this was not the case due to the contradictory guidelines for teachers given by the inspectors and the ELDC in the later stages of the project (British Council, 1982).

Finally, as Morad has suggested, many of the learners did not have a consistent approach to the coursework, and they studied their lessons seriously only two months before the exam.

2.3.2.3 Reconsidering the CEC project by the Ministry of Education

The end of the development phase of the CEC project is signaled by the fact that the Ministry of Education disbanded the ELDC in 1985 (Abo Jalalah 1989:96), on the grounds that it was no longer needed and the experimental stage of the project was over. However, Morad (1994:55) states that the closure was due to the reports of the Arab and foreign educational organizations. Qotbah (1990:31ff) provides a summary of the criticism related to the project spelled out in these reports in regard of objectives and content. The main points from Qotbah's summary are the following:

1. Course objectives

The course lacked clearly stated objectives. These objectives were not related to the objectives of teaching English in Qatar set by the Ministry of Education. Rather, the objectives were set by the course writers themselves. As a matter of fact, there were no specific objectives relating to the teaching of English in Qatar during the introduction of CLT methodology. The Ministry of Education produced them later in 1985.

The conclusion we draw from this is that the course writers imposed their own policy on the Qatari context and regarded the teachers and students as passive receivers. So their present and future needs for English were probably neglected. The social and political values of Qatari society might also have been neglected in

the curriculum. Consequently, a gap existed between the objectives of the course and those of the Ministry of Education.

2. Course content

The writing skill was not given sufficient attention and this was reflected in the poor standard of the students' written work. Moreover, there was no explicit presentation of grammar in the course. As a result, the students did not recognize the grammatical rules that underlay the structure of sentences. As a result of such problems, the course designers added drill-based exercises. However, the writing skills of the students still did not improve.

We may conclude from the above that the poor performance in writing was probably due to the neglect of students' needs as we stated above. The course also initially followed an inductive approach to grammar teaching which was different from what students and teachers were accustomed to in the classroom. This shows that there was a mismatch between the students' and teachers' culture of teaching and learning and the culture of teaching and learning embodied in the course.

The content of the course was subject to criticism regarding the language functions and expressions. These items were not easy for the teachers and students to understand and they required native speakers to teach them. The course was also full of language activities that left no room for revision.

3. Incompatibility with standard of teachers and students in English

The course was based on the use of language for communication. However, the teachers were not competent in spoken English. Similarly, the standard of the students' English was low. As a result, the use of the target language for communication rarely occurred in the classroom.

It could be said that the teachers did not have enough exposure to native speakers of English in their country. Few of them, for example, had attended summer courses in general English in English-speaking countries as part of their initial teacher training. This might have developed their oral performance in English.

After the closure of the ELDC, the Ministry of Education took a decision to integrate listening and speaking skills and to reduce their weighting in the examinations and to decentralize the promotion examination (promoting students from one grade to another) and to delegate the task of writing the examination to the English language teachers. This was due to the fact that the ELDC used to write the central examination instead of the teachers. As a result of this decision, the listening and speaking skills were given minor importance, though they were taught throughout the year. This made the students pay less attention to these skills. As part of the same package of measures, the English language inspectorate were charged with the task of training the teachers. This was due to the fact that the ELDC used to provide the teachers with useful in-service teacher development sessions: evening sessions on theory and morning sessions on classroom practice. The assignment of training to the inspectorate was not an ideal arrangement. This was because the inspectorate did not have the capacity to fulfill the above duties. They were busy inspecting teachers in the mornings and also because they did not have a full understanding of the objectives of the new approach. In addition, they were not specialists in designing communicative exams.

Similar measures were taken regarding the 'English language room'. This was a special facility introduced in schools as part of the 'Crescent English Course' in 1976. The purpose was to facilitate the use of group-work. The desks in these rooms were arranged into five to six groups. Another purpose was to make teaching aids available for the teacher since the rooms were equipped with many aids such as overhead projectors, wall-charts and so on. After the closure of the ELDC, the English rooms were converted into normal classrooms.

The use of the English rooms was abandoned probably as a result of the resistance of the teachers towards the use of group-work. There is some evidence that many of the English language teachers resisted group-work when it was first introduced into the school system in the early seventies. A report by the Arab League Educational, Cultural and Science Organization (ALECSO) published in 1981 offers the following explanations for this resistance, based on evidence collected during visits to schools (ALECSO, 1981:7):

Group-work was also cited by many teachers as constituting a problem. Teachers claimed that it is unpopular particularly among students in the senior classes of preparatory schools and throughout the secondary school, where it is regarded as too childish. As a result students resort to disruptive behavior and teachers find it difficult to maintain good discipline among students.

Due to such difficulties, the teachers rarely used group-work. An interim ALECSO report (1982a:6) on the evaluation of English language teaching in Qatar states that:

It is no wonder that there was little evidence, at least in the classes we observed, of pupil-centred teaching. However, there is a bright side to what might appear to be, at first sight, a gloomy picture. Dr Salma Al-Jayyusi found much evidence in the many girl's schools she visited of the kind of teaching which can be called pupil-centred.

As we have seen, many of the expatriate Arab male teachers bring with them the culture of teaching that is prevalent in their own countries and we have suggested that they do not find it easy to adopt a different culture of teaching. As we have seen above (Section 2.3) these teachers have been influenced by grammar-translation and the audio-lingual method. They also have acquired some traditions related to traditional Islamic education, as Al-Hor (1996:17, citing Tibawi 1972) makes clear:

The problem is rooted in Arabic and Islamic practice in the age of decade [sic] where reliance on memory and learning by rote, adherence to existing texts and respect for authoritative opinion became established at lower or higher levels of education. Once the original Arab oral tradition was superseded by fixed written material, the teacher's function became more of restrained transmitter and commentator and less of resourceful adapted [sic] and innovator.

The culture of learning and teaching described in this passage was dominant in the Gulf area even as recently as the 1950s. Students used to learn the Holy Koran, Arabic, and basic mathematics. They used to listen to the teacher first, and then had to memorize and recite verses of the Koran before the teacher who used to sit in the middle of a big circle of students lecturing and controlling them.

Another reason for the abandonment of the use of the English language room was probably the increasing number of students and, at the same time, a lack of funds for

building new schools. The conversion of the English room to a normal classroom may have contributed to solving the problem of lack of space.

In 1987, according to Abo Jalalah (1989:100) the Ministry of Education decided to form a special committee in order to study the possibility of writing local English language materials. After careful consideration, however, they rejected the idea due to lack of expertise and a sufficient budget.

In 1990/91, in response to the criticisms of the “Crescent English Course” materials, the Oxford University Press published a revised course. It seems that the new materials (which were still in use at the time of writing, i.e. 2001) succeeded in meeting many of the criticisms of the previous ones. They were received with approval by the Ministry of Education and the English language teachers in Qatar. The Ministry of Education (1994:9) provided an evaluation of the new text-books, using the recommendations issued by the British Council and ALECSO (see Section 2.3.2.2 above) as criteria. The Ministry found that the designers had taken many of the recommendations into consideration in designing the new text-books. The methodology was slightly changed: there is more emphasis on pair-work than on group-work and drills are included in teaching grammar (Ministry of Education 1994:11). However, this change in the text-book is not enough without a change in attitudes and perceptions. The evidence of this and other studies (e.g. Nunn 1996) shows that the teachers still use their own methods regardless of the instructions in the Teacher’s Book.

In this section we have outlined the historical background to the introduction of English language teaching in Qatar, and we have described various developments and curriculum initiatives which followed the initial introduction. We now turn to an examination of some of the difficulties inherent in the teaching of English in Qatar at the present time.

2.4 Problems of teaching EFL in Qatar

Since the introduction of English as a foreign language into the school system in Qatar, a number of different problems have arisen, as we have seen. Some of these problems may be attributed to the limitations in the experience and qualifications of the teachers, to inappropriate teaching methods, inadequate teacher training, the attitudes and

motivation of the students and inappropriate methods of assessment. In what follows, we consider some of these problems, and we also outline some of the initiatives that have been taken in an attempt to overcome them.

2.4.1 Problems related to the teachers

Arab male expatriates who come from various educational backgrounds form a very large proportion of the male teaching force of Qatar. Most of them come from neighbouring countries such as Egypt, Jordan, Syria and Tunisia.

2.4.1.1 Nationality

The nationality factor is crucial for a good understanding of the situation regarding EFL teaching in Qatar. The male expatriate Arab teachers practice their profession in an environment which is very different from that to which their training has accustomed them. There are differences in the attitudes and motivation of the students, the culture of teaching and learning and the administrative systems in the schools.

In the school year 1995/96, the total number of Qatari male teachers of all subjects was 326 (17.36% of the male teachers); the number of non-Qatari male teachers was 1551 (Ministry of Education 1996:75ff). In comparison, the total number of the female Qatari teachers of all subjects is 3557 (87.93% of the female teachers) and that of the female non-Qatari teachers is 488. This means that there are more than four times the number of male non-Qatari teachers than male Qatari teachers. It also means that there are more than twice as many female teachers as males. We explore some of the reasons for these differences in Section 2.4.1.2.

As we have indicated in the earlier part of this chapter, the Ministry of Education has promoted the communicative approach (CA) to English language teaching since the 1970s in Qatari schools. This approach requires a high standard of proficiency in spoken English and it is, needless to say, very different in this respect from the more traditional methods. One of the primary difficulties behind the introduction of communicative language teaching methods in Qatar has always been the low standard of proficiency of many of the teachers in spoken English. As Abo Galalah (1992:18) points out:

Not all English teachers have the proficiency level required for the job. Primary, preparatory and some of the secondary school teachers are badly in need of language courses to bring their proficiency level up to standard.

The same point is made by Qotbah (1990) and Al-Thani (1993). El-Laithy (1989:32) also suggests that the teachers should improve their English and their professional standards.

We consider now questions of methodology. The introduction of CLT methods in the 1970s required the teachers to adopt a student-centred approach, very different from the teacher-centred methods with which most of them were familiar. This change has proved problematic, since most of the Arab male expatriate teachers received pre-service training in traditional methods of language teaching, where the teacher is dominant in the classroom. As Qotbah (1990:38) says:

It seems that most of the English teachers' experience comes from the structural courses dominant in schools in their own countries. These courses neglect to a great extent the communicative value of language, and thus a weak command is the result, particularly in language proficiency.

Qotbah (1990:39) argues that, as a result of such factors, the teachers and students could not be expected to use English for communication purposes. There is evidence that many of the male expatriate Arab teachers have also shown some resistance to the use of student-centred methods since it threatens their reputation as good teachers in their own countries (Ministry of Education 1994:44).

Another problem is the use of the L1. Teachers, especially those in primary and preparatory schools, often use Arabic as a means of communication with learners in the classroom. They use spoken English only in listening and controlled speaking.

When the newly recruited Arab teachers start teaching in Qatar, they teach without knowledge of their learner's background. So they pay no attention to the educational difficulties experienced by the students since, if they were to do so, this might jeopardise their chances of continuing employment. A report by the Ministry of Education (1994: 43) states that

Teachers come from various educational environment [sic] which is [sic] different from that of the students and they are not familiar with the Qatari environment. Consequently, teachers prefer to avoid problems to tackling them since they do not know the traditions of Qatari students.

This is evident in the case of showing bad behaviour in classroom. These teachers in their countries probably sometimes use corporal punishment to deal with such behaviour. In Qatar, however, the Ministry of Education stopped using such punishment and recommended other alternatives such as contacting parents. However, many parents do not co-operate with school, for a variety of reasons. The teachers, therefore, prefer to avoid such problems rather than try to resolve them.

The Ministry of Education report referred to above (1994) maintains that the relationship between teachers and students, especially in the higher stages of education, is not based on care. These teachers also use an authoritarian style in the classroom. One might argue that the Ministry of Education report places too much blame on the teachers on the grounds that they do not care enough about students and do not take the trouble to find out about the problems the students are facing. The Ministry must accept some responsibility for ensuring that there is an adequate system of pastoral care in schools.

2.4.1.2 Shortage of Qatari male national teachers

As we have seen above, there is a general shortage of Qatari male teachers; this is particularly true in the field of English language teaching. This of course makes for a constant need to recruit new Arab teachers. Partly as a consequence of this, male expatriate Arab teachers have a relatively low status in Qatari society. Some of the reasons behind this phenomenon have been identified by Kamal (1990:87) who quotes the report of the Educational Research Centre of the University of Qatar (1983) listing the following factors as contributing to the low status of the teacher in Qatar:

- lack of good relationships between teacher and student,
- problems of classroom control,
- limited opportunities for in-service training and professional advancement for teachers,
- inadequate syllabuses,
- poor quality teachers,
- lack of facilities and teaching aids,

- poor library provision in schools,
- inadequate school buildings,
- the negative attitude of society and family towards the teaching profession,
- failure to include teachers in decision taking regarding school rules, regulations, administrative issues and teaching.

A UNESCO Report (1990:112) indicates that Qatari male teachers are not satisfied with their profession because they receive lower salaries than their counterparts in other government departments. Al-Shaikh and Salama (1982), cited by Kamal (1990:90), report similar opinions. Their respondents were 240 male and female teachers in the three stages of education in Qatar. The study aimed at examining teachers' reasons for selecting the profession and their attitude to teaching. The respondents gave some reasons for dissatisfaction, including few opportunities for promotion in teaching, low salaries and the negative attitude of society to the teaching profession. However, female teachers regarded teaching as having a higher social status than did their male counterparts and problems such as fatigue, boredom and a lack of change were more salient in the responses of the female teachers.

The two reports referred to contain some valid points, but in our view, the most significant factors influencing the poor performance of the teachers in Qatar are as follows:

First, the teaching profession is demanding on the part of the male teacher. He has to teach mixed-ability students with different social backgrounds. So he has to educate and discipline them and follow the rules and regulations of the school administration and act upon the instructions of inspectors. Some of these demands on him may be contradictory. In addition, some teachers may have very heavy timetables, in addition to the burden of having to check large amounts of the pupils' written work.

Second, teaching is one of the professions towards which Qatari society exhibits negative attitudes. This may be rooted in the social history of Qatar since in the past many Qataris worked as fishermen and pearl merchants and these occupations used to have a high status. A few people worked as teachers and their role was to teach reading, writing and the Holy Koran to children. Nowadays, Qatari people may still associate the teaching profession with that former role.

Finally, Qatari university graduates, especially those who are qualified to teach English, can obtain competitive salaries and prestige in posts other than teaching.

2.4.2 Problems related to some existing practices of English language teachers

The current practices of many teachers of English in Qatar are a reflection of the influences that we have identified above, including traditional Islamic education and the structural approach to the teaching of foreign languages, including the grammar-translation and the audio-lingual methods. It is clear that these practices are not consistent with the principles of the communicative approach to the teaching of English. As Abo Galalah (1992:20) puts it:

They (teachers) normally tend to dominate activities and spoon-feed the pupils [...] they see language as vocabulary and grammar. Speaking, for the majority, means accurate reproduction of sentences in expectation of language mastery. Listening is observed as no particular value apart from pronunciation practice. Reading implies reading aloud and writing denotes copying and doing mechanical grammar exercises. As for vocabulary teaching, the normal practice is that the word is written on the board along with the Arabic equivalent for the pupils to copy into their books.

Abbara (1991:209) reports similar findings to those of Abo Galalah cited above. He also points out that the teachers do not only ask the students to memorize lists of words but also to memorize short passages from the official text-book in order to pass the exam. One result of this is that many teachers do not focus on developing the writing skills of the learners.

Al-Thani (1993:40), an inspector of English in Qatar, has made similar observations and he lists some typical teaching behaviours found in the classroom. Teachers have some difficulties in following the manual (Teacher's Book). They give the students a minor role in the classroom. They do not give the students enough practice in reading and writing skills and some teachers hesitate to use pair and group-work; rather, they use traditional methods, though the materials they use are oriented towards the communicative method.

Al-Thawadi (1993:8) quotes Sideqi (1980), who identifies some of the shortcomings of primary education in Qatar. Teachers use memorization and lecturing as a teaching method and provide little opportunity for the development of self-directed learning and

self-expression, creativity and critical thinking. Teaching is also strongly text-book oriented. In other words, the teachers use only the official textbook and neglect other resources such as the school and public library.

I can also report, from my own experience as an Inspector of English, that not all teachers use traditional methods. There are a few teachers who have a good understanding of the communicative approach and teach communicatively in the classroom. Although they are influenced by the traditional methods, they are willing to accept the new trends in education. They have also benefitted from in-service training.

In contrast to this positive picture, my experience suggests that many male teachers, when teaching reading and listening, do not give the students enough time to complete the relevant tasks in the Work Book. Instead, they elicit the answer from good students and put it on the board to be copied. Here the teachers are concerned about getting the correct answer rather than skill development for the whole class. Similarly, in writing, many teachers do not give sufficient time for the students to brainstorm, write and edit their work. Instead, they elicit the answer from good students or provide the whole or most of a written passage. So they ask the learners to copy the passage and memorize it for the exam. Poor writing is the inevitable result of such practices.

My experience suggests that there is interaction in the classroom, but interaction of a limited kind. Interaction takes place mostly between the teacher and student when the former asks questions or the latter asks for clarification. There is very little student-student interaction since the students sit in rows with a large space in between and talking is not allowed except when the teacher asks for it to take place in very controlled speaking activities in English. Speaking is not tolerated since it can lead to disruption and damages the teacher's reputation in the eyes of the students by suggesting that he or she is not in control of the class. So teachers encourage the learners to work alone and also to compete against each other. This is one of the most characteristic and salient features of the classroom culture that we are describing. When the teacher asks a question, most of the students raise their hands and each student is keen to give the answer before his classmates.

2.4.3 Rationale for using the traditional method

A question to be asked here is whether there are other particular reasons behind the use of traditional methods in Qatar. In a report on the Crescent English Course commissioned by the Qatar Ministry of Education, Carroll (1985:5), who was responsible for the assessment component of the course, states that there are several factors behind the continuing use of traditional methods. Teachers of English are acquainted with the traditional method since they were trained to use it. The method does not require a lot of preparation or interaction with the learners. The learners also ask the teacher to explain and translate everything. Another significant factor is that the inspectors want to keep the teachers under their control. The school administration requires quiet and controlled classrooms regardless of other things and it seems that approaches which do not lend themselves to this degree of control are not in harmony with such requirements. Over and above all these factors is the fact that the Ministry of Education is concerned about the performance of the school system. Examinations are used as an indicator of how much the students have learnt, and this tends to lead to an emphasis on teaching content rather than skills, and in the language classroom it fosters teaching about the language rather than teaching the use of the language for communication.

There are also social factors relevant to an understanding of the maintenance of traditional cultures of teaching and learning. Al-Hor (1996:297, citing Zioure 1977) refers to the traditionally hierarchical nature of family relationships in the Gulf. Arab parents traditionally expect obedient and well-disciplined sons and daughters. It is normal for parents to make comparisons between the achievements of their children and those of other children. They also encourage competition with other children in order to help their children gain higher scores. This emphasis on competition and high grades may be in contradiction with CLT methods which focus on co-operation rather than competition.

A similar picture of the predominant classroom culture emerges from a study conducted in Qatar by Al-Hor (1996). He conducted an experimental investigation of the effect of co-operative learning on primary school pupils' achievement in science and on the attitudes of the pupils and their teachers. Four teachers were involved in the

experimental study and another 151 male and female science teachers responded to a questionnaire. The study results in the following findings regarding the difficulties of implementing student-centred methods and co-operative learning techniques:

Cultural difficulties

Society and family encourage competition among children. Children also like to perform better than their peers in the classroom.

Difficulties related to time and effort

The time allocated to finish the syllabus is not enough if co-operative learning techniques are used. Co-operative learning requires more time and effort than traditional methods in terms of lesson planning. Familiarizing teachers and students with new roles and group-work may take a long time, which conflicts with the need to complete the syllabus.

Behavioural problems

Some teachers complain about classroom noise and discipline during cooperative activities since some students daydream, or walk around to draw attention to themselves and behave disruptively.

Administrative obstacles

Teachers are worried about interference from the school administration and the inspectors. This is due to the fact that the school administration and the inspectors focus on the number of students passing the examination rather than on the quality of the education they receive.

Al-Hor (1996:304) mentions additional reasons for the difficulties encountered in using cooperative techniques such as a shortage of good pre- and in-service training which leads to many teachers of science still using traditional methods. Examinations are based on tests of memory and memorization is the typical learning strategy used by the students in all subjects. Overcrowded classrooms encourage the teachers to use traditional methods since this helps them to maintain control in the class.

My experience as an inspector of English since 1987 provides confirming evidence of the picture of the predominant classroom culture which we have presented above. I summarize below the most significant factors which my experience suggests lie behind the reluctance of teachers of English to abandon the traditional methods.

Discipline

Teachers are keen on quietness in the classroom and interaction between students is allowed only in controlled speaking activities. This may be due to the regulations which oblige the teacher to follow the syllabus and finish the text-book on time. Moreover, since quietness is the norm in all subjects, students may take advantage of the English language teacher who offers the chance for interaction. So the students misuse this chance and engage in disruptive behaviour. These problems are not universal. Where the students have good character and the teacher has a good rapport with the students, these problems may be minimized. It is perhaps not surprising that discipline can be a problem in the English class in light of the fact that all other subject teachers tend to lecture. Six periods of lecturing amount to the equivalent of 240 minutes of constrained silence a day, and some students seize any opportunity they are given to talk in the classroom.

Size of classrooms

In some schools there are overcrowded classrooms and this makes the use of group-work or pair-work difficult. This is because the teacher has to juggle a large number of constantly varying tasks: moving around each group, dealing with disruption, keeping the students on task, observing their participation and all the other claims on his/her attention which arise in a classroom. This role is actually highly demanding and requires a lot of patience and tact on the part of the teacher.

School administrative problems

The school administration demands quiet in classrooms since any type of noise is seen as an indication of a lack of control. So the school administration tends to blame the teacher for noise in the classroom regardless of its source. They are also reluctant to provide the materials which are needed for the proper implementation of CLT methodology.

Lack of familiarity with cooperative techniques

The students are not familiar with working together in order to learn language skills. They need to be introduced to such methods from primary school along with the required social skills such as asking for help, helping others and respecting their points of view.

I would also add that many students think that English is like other subjects in being content-based rather than skill-based. As a result, they like to listen to the teacher, memorize information, work alone and compete with each other in their English lessons.

2.4.4 Problems related to teacher training

The expatriate Arab teachers who teach English in Qatar have received their pre-service training in many different institutions scattered all over the Arab world. The Faculty of Education at the University of Qatar offers initial training for Qatari and non-Qatari nationals who live in the country. The Ministry of Education arranges in-service teacher training. The existing courses are mainly intended to familiarize newly qualified teachers with the CLT methodology. These courses usually last for about ten hours.

2.4.4.1 Pre-service training for Arab expatriates

Abo Galalah (1992:21) reviews the content of the pre-service programmes of some Arab universities. He finds that most of the programmes focus on English literature and academic issues and offer very little on the development of language skills. Methodology courses for undergraduates who are majoring in English language are based on the structural approach. Some institutions, especially those in Jordan and Egypt, have recently introduced the communicative approach in the initial sessions. Some institutions (such as the University of Damascus) put the main emphasis of their courses on the academic study of the English language rather than on language teaching methodology and teacher training. There are, however, some institutions which provide teacher preparation courses in place of more specialized studies.

From this review it seems that most of these programmes do not prepare the students adequately to teach English as a foreign language using the CLT methods promoted by

the Qatari Ministry of Education, although it is clear that some of the courses provide their students with a high level of English language competence. These teachers need in-service training prior to working in Qatari schools.

2.4.4.2 Pre-service training at the University of Qatar

The Faculty of Education at the University of Qatar is responsible for pre-service training for teachers of various subjects, including English as a foreign language. The study programme is made up of three components (see Table 2.3) comprising university requirements such as Arabic, departmental requirements such as English language, and faculty requirements such as teaching practice. The students are required to complete 138 credit hours of study, which include 24, 76, and 38 credit hours for university, department and faculty requirements respectively.

Table 2.3: Study programme of student teachers of English

Course	No. of credit hours
University requirements	
Islamic studies	4
Arabic	10
Electives	10
Subtotal	24
Departmental requirements	
English language	64
French	12
Subtotal	76
Faculty requirements	
Education and Psychology	26
Teaching practice	8
General requirement	4
Sub-total	38
Grand-total	138

Source: Directory of Faculty of Education (1991:26) University of Qatar

Part of the theoretical preparation of the Faculty of Education requirement is composed of the following courses according to the Faculty of Education directory (1991:106):

- Behavioural Objectives
- Content Analysis
- Presentation Skills

- Methodology
- Teaching English for Adults
- Error Analysis
- English for Specific Purposes
- Assessment

The practical training component of the programme is as follows. Teaching practice starts from year three which includes two semesters (fifth and sixth) and each semester is equivalent to 16 weeks. In the fifth semester, the student teacher with his colleagues visits, observes and evaluates schoolteachers under the guidance of a mentor for 4 weeks in a preparatory school. Then the student teacher teaches one lesson per week and they are evaluated by their partners and mentor for the rest of the term.

In the sixth semester the student teachers plan and teach once a week for the whole semester. In the seventh semester they observe and evaluate secondary school teachers with help from the mentor for two weeks. Then they teach once a week again. In the eighth semester they teach for a whole month (block teaching practice).

The initial teacher-training programme has been the subject of some criticism. Kamal (1990:44) cites Hajjaj and Al-Shaikh (1984) who question whether the academic courses provide the best preparation for teaching in schools. They suggest that they do not, largely because of problems of communication between the Faculty of Education and schools. The Faculty courses focus on theory rather than on practice. Hajjaj and Al-Shaikh also investigated the different variables that affect the success or otherwise of the teacher-training programme. They found three areas of deficiency: student teachers are not given initial training before teaching practice, the time allocated for block teaching is insufficient and there are conflicting views between staff members (tutors) and mentors regarding appropriate teaching methods.

Hajjaj and Al-Shaikh's study also shows that Faculty of Education staff members, students and school teachers agree on some of the factors that may be related to the low standard of preparation for graduates on main courses. Credit hours on main courses are not adequate, evaluation is not effective, education students are pressured to enrol against their will, the emphasis is put on cognitive aspects of training, and too many credit hours are assigned for education and psychology courses at the expense of main

courses. It is necessary to note here that the study programme has changed since 1989, giving more weight to major courses. So the total credit hours for the department requirements increased from 38 to 76 and that of faculty requirements decreased from 42 to 38.

To summarize, it seems that the present teacher training programme at the Faculty of Education needs some improvement. The time allocated for teaching practice (44 lessons over the course of two semesters) is not adequate. The trainee should be required to teach two lessons per week instead of one in semesters 5, 6 and 7. In addition, part of teaching practice should take place in a primary school in order to prepare teachers to teach at this stage.

As for the theoretical part of teacher training, there are no components on teaching English in primary schools, though graduates are recruited to work at the primary stage. There is also too much theory in the training programme at the expense of practice as is apparent from the table of study programme above.

What is striking is that there is a component on English for specific purposes (ESP) but there is no practical training in technical schools. Moreover, there is a mismatch between the content of the Behavioural Objectives course and the English language lesson objectives in schools. The course is intended to prepare the teachers to write their own objectives, but in practice the teachers do not have to write their own objectives; instead, they copy them from the Teacher's Book which accompanies the textbooks.

2.4.4.3 In-service training by the Ministry of Education

In-service training afternoon sessions are held for newly recruited expatriate Arab teachers in order to familiarize them with the new methodology. The duration of the programme is ten hours. Table 2.4 shows the content and timing of a typical training programme.

Table 2.4: In-service training programme

Content	Hours
Objectives of the new curriculum	2
Teachers' role	
Students' role	

Listening and speaking skills Accuracy and Fluency Translation	2
Learning vocabulary Learning grammar	2
Reading skills	2
Writing skills	2

Source: Ministry of Education, Teacher Training Programme, 1993a.

In my view the problem with the programme is that there is not enough time assigned for discussion after each session. There is also a lack of some crucial components as follows:

Assessment

Although some of the trainees may have long experience in teaching, they are actually in need of training on how to write tests bearing in mind the communicative approach employed in schools.

Discipline

The participants have different backgrounds from that of the Qatari students. So they need to be acquainted with the nature of the students and the school administration. They also need to be taught some methods of classroom control.

Follow up sessions

There is little or no follow up for these trainees. Theoretical background is not enough; there should be observation in the classroom by a trainer along with feedback at the end since each teacher has his/her own problems and these should be tackled individually.

2.4.5 Problems related to students

It is evident from reports by the Ministry of Education in Qatar that the problem of low attainment which we have noted is not confined to English language; it is a general phenomenon in the educational system in Qatar. We explore this phenomenon in this section.

English, mathematics, social studies and pure science have the highest failure rates among school subjects according to a study conducted in the school year 1987/88 using

a study sample of 5,985 underachievers (Ministry of Education 1993b). The study found that some students had eyesight and hearing problems. Some had psychological problems such as poor memory, aggression and anxiety. Many of the students did not do their homework and they complained that the school subjects were very dense and that the topics were also boring. A very few of them took part in school activities such as sport and art. Many of the children in the survey delayed revising their lessons for the exams until comparatively late in the school year.

There are also factors in the home environment which help to explain underachievement. Many of the students complained that there were no convenient rooms at home where they could study without disturbance, and many found it difficult to study at home because of family disputes.

Rajab (1993:8), in a paper presented at the first conference of the Doha Youth Centre, points out that the total number of underachievers in all subjects and educational stages was 6128 in 1993. He attributes this high figure to irregular attendance at school, carelessness, a failure to adopt good learning habits such as self-directed learning, a lack of co-operation between parents and school regarding homework and failure of the parents to provide a suitable environment for home study. He also points out that students have easy access to means of entertainment such as cars and video and he mentions a lack of support from other sectors in Qatari society, especially the mass media.

The ALECSO team (1982a:7) reached similar conclusions and stated that the achievement level of the students in English was not satisfactory. This was due to poor attendance, lack of discipline in the classroom and low motivation. This finding was based on observation in the classroom, questionnaires completed by teachers and students and interviews with teachers and inspectors.

The findings of the ALECSO team regarding lack of motivation are supported by a UNESCO Report (1990:113) which states that teachers attributed the low motivation to the fact that, since the seventies, the standard of living in Qatar has increased considerably and education is no longer seen as a means of social and career

advancement by the students. Unfortunately, there are no alternative incentives based on values which may make a balance between luxury and effort.

Abbara (1991:28) suggests that the teacher can raise the students' motivation by showing how the English language is important in higher education, for those starting out in business, for travel and so on.

The Ministry of Education Report (1994:47) points out that the students themselves are not aware of the nature of language learning. They think that they can learn it through memorization and revision of a lesson summary rather than through practice. They also depend heavily on private tuition and many of them are careless regarding their duties to the school, the teacher and the education system.

Another reason for underachievement in English may be the negative attitudes to the English language reported in some studies (e.g. Al-Subai 1994:12, Al-Thani 1993:4). In contrast, the students in Abo Galalah's study (1992:322) had positive attitudes to English and towards English culture. This study included a sample of more than six hundred students at all levels of performance in English. We explain these two contradictory results by suggesting that the reports of the Ministry of Education (1994), Al-Subai and Al-Thani are based on personal experience since the inspectors produced the report of the Ministry of Education. Al-Subai is a former minister of education of Qatar and Al-Thani is an inspector of English. However, Abo Galalah' results are based on an empirical study using questionnaires.

In my understanding, not all the variables mentioned above have the same degree of influence on the low standards of English language attainment in Qatar. In my view, the following are the major factors:

A lack of co-operation between parents and school

Although there is an annual meeting between the school administration and parents, few of the latter attend the meeting and they are usually parents of good students. Many parents do not follow up their children's progress at school. This may be due to having a large family or being busy with earning a living or not being able to help with particular school subjects. As a result they rely on private tuition to help their children with their

studies. Parents are not the only people to blame; the school system itself must take some of the responsibility. Some schools are overpopulated. There are only two social workers that are entitled to contact parents so there is little direct communication between the teachers and parents since the teachers are so busy at school that they are not able to make contact.

Lack of opportunity to practice English

English is taught as a foreign language and its use in the country is very limited. As a result students do not have the chance to use the language for communication except in the classroom or when they travel to an English-speaking country.

Learning English for examination purposes

It seems that the only instrumental motivation for the students in learning English is to pass the exam. This may be due to there being little opportunity to practice the language outside the classroom. Many teachers also use only the official textbook and neglect other resources such as readers, children's encyclopaedias and so on.

Although learners at high school are aware of the importance of English for their future, many of them do not study hard and view English as another content-based subject which can be learnt through memorization. Thus they study only a few days prior to the exam which is not enough to learn the language.

2.4.6 Problems related to assessment

The students take four achievement tests in English a year, two per term. The tests cover reading, writing, grammar, vocabulary, listening and speaking. The tests are designed with only one purpose: to allow the student to be promoted from one class to a higher one. The test results are not analyzed to provide feedback on the students' language problems. The point is made by Al-Kholifi (1994:34) when he states:

The achievement test as a result is not checked or analyzed by the school administration. They are only concerned about the percentage passing the exam.

Although teachers write the tests, many of them are not familiar with the principles of test construction. Abbara (1991:47) says:

it is, however, true that teachers lack the necessary knowledge about test construction, but we should not leave this ignorance to continue. Teachers should know how to describe their students' achievement, how to choose test items and how to assign test scores.

The test content validity should be questioned since it seems that many teachers do not refer to the objectives of the lessons, rather they refer only to the content of the textbook. Moreover, some parts of the tests, particularly the tests of writing, are based on memorization. Teachers ask students to focus on and memorize some written passages since they are important for the test. In addition, speaking and listening are given less weight, as the Ministry of Education Report (1994:56) points out:

The weight given to each skill in the exam contradicts that given to each skill in the text-book and the exam is neither valid nor reliable, especially the oral test.

This means that the skills are integrated in the textbook and have similar weight. However, in the oral test, listening and speaking are combined and their marks are reduced in order to minimize the part played by the subjective judgment of the teacher. The reliability of the test is threatened by intervention from the school administration. They usually ask for textbook-based questions rather than challenging ones. Teachers of course act accordingly because they are judged by the results, and the school administration itself is judged by the number of students who pass the exam.

Private tuition is one result of this process. The students view the exam as an end in itself rather than as a means. Therefore, many of them depend on private tuition and memorization. This of course has a negative effect on the teacher. As Ghonim (1992:98) says, the widespread use of private tuition in Qatar affects the teachers' motivation and performance in the classroom on the one hand and makes the students feel bored and careless on the other.

Private tuition is, however, sometimes helpful for students with a very low standard in English. It can help to bring them up to the required level to continue their education. Unfortunately, though, the abuse of this practice can be very destructive to language learning. The Ministry of Education recently arranged extra classes in the afternoon for those students in need of help with their subjects. This action may help to solve the

problem and offer the opportunity for those students who are not able to pay high fees to improve their performance.

2.5 Summary

English was introduced to Qatar for various reasons. Qatar is a developing country and needs English to have access to science and technology in the West and to establish economic relationships with the great industrial countries in the world. Qatar is an oil-producing country and there are many Western oil companies that work in the field of oil production and related industries in Qatar. English, as a language of worldwide communication, is the best means of communication with such companies. English is also necessary for students when they find themselves in the target language community. They need the language for communication and in order to pursue their higher education studies there. Qatari people need English for personal use such as travel and business.

English was introduced to the education system Qatar in the 1950s. At the time there were two main methods of teaching English as a foreign language: the grammar-translation method and the audio-lingual method. Both of these methods still have an influence on the classroom practices of male expatriate Arab teachers in schools in Qatar. In the 1970s crucial developments took place in the field of language teaching methods and Qatar was one of the earliest countries in the Middle East to recognize these innovations. Communicative language teaching methods were introduced with the “Crescent English Course”. However, many of the English teachers in Qatar showed resistance to these methods, probably because of the influence of their traditionally-based initial training. The classroom practices of the male teachers in Qatar have not changed substantially since the 1970s. Although the picture is generally negative, there are a few teachers who have a good understanding of communicative language teaching methodology and who demonstrate good practice in the classroom.

The reports of the educational organizations based on observation of English language classrooms reveal that there are substantial problems in the implementation of CLT methods. Teachers dominate the classroom activities and are reluctant to use pair and group-work. They prefer to get the students to work on their own, and they rely heavily

on memorization and accuracy-based activities. Another problem is that there is a lack of male Qatari teachers in all subjects. This is probably due to the low status of the teaching profession in the eyes of Qatari people.

Pre-service training is another area in which there is a mismatch between the method officially promoted in schools (Communicative Language Teaching) and the teaching practice component of the programme. Similarly, the in-service training provided by the Ministry is not sufficient to prepare teachers to implement the method in terms of time and programme content.

Students themselves are part of the problem. There is a lack of motivation to learn English and probably the main motivation to study it is to pass the examination. Parents may share the responsibility here since there is little co-operation between home and school. There are also some problems with assessment in schools. The main purpose of the achievement tests is to take a decision regarding student promotion from one grade to another. Tests are not used to provide formative feedback on the students' performance in English. Test items are based on the content of the textbooks, and this fosters rote learning.

All the problems concerning the provision of English language teaching in Qatar that we have identified in this chapter require due attention from all the parties involved, including the Ministry of Education, teachers, head-teachers, inspectors, parents and the media. They all need to co-operate for the benefit of learners.

In this chapter, we have seen that there are problems regarding the implementation of CLT methodology in Qatari classroom. This raises the question regarding appropriate methodology in other contexts, particularly the Arab world. This is the subject of the next chapter.

CHAPTER THREE

The Cultural Context of Communicative Language Teaching

3.1 Introduction

Educational policy is profoundly influenced by culture. As cultures vary widely, so too do educational policies. Some cultures regard education as a means for the transmission of culture to future generations and for the preservation of values and feelings of identity. Others view education as an agent of change. This dichotomy is, however, oversimplified since a community may hold both views, but put more emphasis on one rather than the other. Where the emphasis is put affects the expectations of teachers and students regarding the appropriacy of various teaching methods. There is usually a consensus within a given educational system favouring the status quo with respect to appropriate methods of teaching and for this reason attempts to introduce new methods may encounter resistance from the various parties involved.

From the 1970s onwards, there have been many attempts by non-English speaking countries to adopt Communicative Language Teaching (CLT) as the primary method for teaching foreign languages, particularly English. In many instances these efforts have, however, encountered resistance from teachers and students. In this chapter we attempt to shed light on the reasons for the attempts to adopt CLT and to discuss the possible reasons for the resistance which these attempts have encountered (see the thinking behind the introduction of CLT to Qatar in Chapter 2, Section 2.3).

3.2 Communicative language teaching

CLT is based on the principle that language is used primarily for communication and that the object of teaching is to help learners to communicate in the target language. As Widdowson (1979:18) puts it:

Communication only takes place when we make use of sentences to perform a variety of different acts of essentially social nature. Thus we do not communicate by composing sentences, but by using sentences to make statements of different kinds, to describe, to record, to classify and so on, or to ask questions, make requests, give orders.

Canale and Swain (1980:27) suggest that there are three main competencies related to CLT, namely communicative competence, socio-linguistic competence and strategic competence.

Tarone and Yule (1989:67) elaborate saying that:

Grammatical competence involves knowledge about the phonological and grammatical structures or form of the language and the ability to produce and understand those forms in speech and writing. Socio-linguistic competence involves the ability to produce and understand language which is appropriate to specific social situations and conforms to the politeness conventions of those situations. Strategic competence is the ability to successfully transmit information in the language as for example the ability to describe a referent so that a hearer can correctly identify it. Strategic competence is directly tied to the ability to use communication strategies to cope with difficulties which arise in the course of getting one's message across to particular listeners for example when one does not know a needed vocabulary item.

Canale and Swain (1980:27) state that there is no strong argument for saying that grammatical competence is more or less important for communication than the other two types of competence. The main goal of CLT is to integrate all the above types of competence for the benefit of the learner.

Another principle of CLT is that the communicative needs of the learner must be taken into consideration. The specification of needs should cover grammatical competence (in terms of the target levels of accuracy in speaking and writing), sociolinguistic competence (language functions, topics and settings) and strategic competence (communication strategies). The learner should be exposed to the target language culture through social studies in order to help him/her to make appropriate inferences about social meanings. The learner should also be able to communicate with a good speaker of the target language.

3.2.1 The teacher's role

The role of the teacher in a communicative language teaching classroom is significantly different from the role of the teacher in a traditional teacher-centred classroom. Teachers working in a CLT framework are required to sacrifice part of their authority and to work as observers, facilitators and managers. Primarily, it is their role to facilitate communication. As Breen and Candlin (1980:99) suggest, the teacher can help the learners to communicate through organizing resources and assigning tasks in the classroom. Richards and Rodgers (1993:68) state that the teacher can foster communication by encouraging the learners to paraphrase what they say to their partners.

Second, teachers need to be aware of the needs of their learners. According to Finocchiaro and Brumfit (1983:98) a teacher should have information about his/her students' different needs, including their linguistic and cultural needs and their learning styles. Richards and Rodgers (1993:73) suggest that after specifying such needs the teacher should hold group and individual sessions in order to cater for such needs. Tudor (1993:26) suggests that in the learner-centred approach the teacher should select a teaching method on the basis of student experience and the socio-cultural context of learning. If these conditions are not met, the teaching may not be so effective.

Finally, teachers should be aware that there are individual differences among learners. Breen and Candlin (1980:99) say that teachers should bear in mind that learners differ in their preferred learning styles. Tudor (1993:25) agrees with Breen and Candlin, suggesting that teachers should guide their students to different learning strategies and resources in order to help them with their learning both inside and outside the classroom.

3.2.2 The learner's role

Within the communicative approach, teachers are expected to encourage their learners to be responsible for their learning. This is achieved by getting the learners to work together in pairs or groups, completing tasks assigned by the teacher, asking for clarification from the teacher, giving information to their classmates and helping each other. Breen and Candlin (1980:101) state that during interaction in working together,

students should be encouraged to take responsibility for the learning of the members of the group. They also should use the target language for communication. However, learners in monolingual groups may encounter difficulty with this recommendation, bearing in mind that it is much more natural to use the mother tongue. Learners also should be encouraged to negotiate meaning while reading texts and talking with the teacher (Legutke and Thomas 1991:19). Nunan (1989:81) states that learners should be assisted to select learning strategies that suit them for language learning.

3.2.3 Disadvantages of the CLT method

Although the CLT method has been adopted in many English language teaching contexts worldwide, there are nevertheless some pitfalls associated with the use of the method. First, it is commonly argued that the method pays insufficient attention to grammar. Pachler and Field (1997:53ff) quote Roberts (1992), who claims that modern foreign language learners' feelings show that they are not expecting to use the target language.

Roberts is referring to English native speakers in Britain who are learning foreign languages. It is correct that they may not need to use the target language. However, in the context of English as a foreign language the situation is different. Students are expected to use the target language since it is the language of worldwide communication either in the present or in the future. We could say that grammar is essential for learners of English as a foreign language and it fosters writing composition.

Grauberg (1997:34) states that in Britain the employment of notional-functional syllabuses and the significance given to communication has resulted in grammar being given a minor role in the teaching of modern foreign languages. Tonkyn (1994:4) takes a similar line, suggesting that grammar is only one of many components which need to be taken into account in testing speaking and writing abilities.

Grauberg and Tonkyn are of course addressing slightly different issues. The former's point is about the place of grammar in language teaching, whereas Tonkyn's is about the place of grammar in language testing. However, teaching and testing are interrelated. Tests may be devised to assess students' performance in the language or to improve language learning by identifying areas where students encounter difficulties.

In general, what Grauberg and Tonkyn are aiming at is to provide grammar with sufficient weight in teaching and testing.

However, Thompson (1996:11) says that there is a misconception regarding the place of grammar in CLT. Thompson here may be referring to Krashen's (1985) suggestion that teaching grammar rules explicitly plays little or no part in language acquisition. Krashen's learning-acquisition distinction may be partly responsible for the belief that CLT methodology pays little attention to grammar. In fact, CLT methodology does provide a place for grammar, but the focus is on implicit learning using inductive methods rather than explicit teaching based on deductive principles. In CLT, new language is introduced in context and learners, with assistance from the teacher, work together to discover the rules underlying the new language forms. The thinking behind this kind of technique is that effective learning takes place when learners are given sufficient time and guidance to do tasks.

The literature on grammar teaching includes diverse approaches to the teaching of form and meaning. Some scholars advocate an inductive approach, where learners discover the rules for themselves through guided discovery learning, whereas others advocate a deductive approach, where the teacher presents the learners with the rules and the learners put them into practice. A related distinction is between the explicit teaching of grammar, advocated by writers such as Leech (1994) and Grauberg (1997), and the implicit teaching of grammar, advocated by writers such as Stern (1992), Ur (1992) and McKay (1985). Those who advocate implicit teaching of grammar argue that grammatical rules and terms are too complex for the learners to understand.

A third position suggests that the approach to be adopted should depend on the teaching context. Stern (1992:127) cites Celce-Murcia (1985) as stating that age, educational background and learning styles should determine whether to focus on form. Children may prefer a holistic learning style in which students engage in activities where the focus is on the use of the language rather than on the form. Adult beginners also may not benefit from an emphasis on explicit knowledge of grammar.

However, R.Ellis (1996:611) quotes Long (1983) and Weslander and Stephany (1983) who suggest that formal instruction (grammar teaching) contributes to the language

proficiency of children. As for adults, Ellis (1996:618) states that studies show conflicting results. He quotes Chihara and Oller (1978) and Krashen, Seliger and Hartnett (1974) who argue that formal instruction fosters the development of language proficiency. In contrast, studies by Upshur (1968), Mason (1971) and Fathman (1975) suggest that formal instruction does not help the development of proficiency (R.Ellis 1996).

We suggest that explicit grammar teaching at early stages of language learning such as Grades One to Three is not effective for language development. At this stage language should be presented in context. Learners need to be motivated to learn the language by using it for communication. Teaching form may encourage teachers to focus on accuracy which may hinder students from learning language for communication and self-expression.

A fourth view asserts that a combination of both approaches to grammar is relevant to language learning. Pachler and Field (1997:148) state that there are occasions when some grammatical elements are difficult to explain. For example, it is not easy to show why the words for 'table' are feminine in French and German and neutral in English. In this case understanding the meaning of the term does not help the learner to identify the grammatical gender. However, learners can sometimes discover rules for themselves after reading a text and thus the inductive method is more effective in the classroom, when the teacher is available to confirm inductive guesses.

The second problem with CLT is the use of authentic materials. These are materials which are produced for purposes which have nothing to do with language learning. Therefore, for the most part, they are intended for native speakers who are proficient in their mother tongue. It is not easy for the target language learners to tackle such materials. However, we could suggest that authentic materials with simple language can be presented to students such as a flight time table. Students also could be trained to handle such materials by providing them with materials that seem authentic in terms of content and text-type.

The third problem with CLT is that it pays insufficient attention to the learners' culture. There is a strong Western bias in most communicative language teaching materials.

These materials focus on the life styles of Western people and they pay little attention to the culture of the students. Some Western traditions are in conflict with those of students which may result in demotivation to language learning. Pachler and Field (1997) quote Neuner and Hunfeld (1993) who point out that CLT fails to take the learners' culture into account. One solution to this problem is to use an inter-cultural approach in which the learners' culture is compared with that of the target language. However, precautions should be taken when using this kind of comparative approach since it may result in misunderstanding. The approach requires thoughtful presentation by a teacher.

Cook (1993:73) has a similar view regarding the importance of culture in language learning. He invokes Gardner and Lambert's (1972) distinction between integrative and instrumental motivation. Integrative motivation is where learners learn a foreign language because they have an interest in the culture of that language and wish to participate in that culture. Learners whose motivation is instrumental are not interested in the culture of the target language for its own sake; they are motivated by the need to pass an examination, obtain a better job or enhance their social status. Text-books which reflect the life style of the target language community will therefore find a limited appeal among learners whose motivation is primarily instrumental.

A final problem is that CLT may not be compatible with certain kinds of culture of learning. Studies show that a mismatch between the student's culture of learning and the teaching method he/she is exposed to may inhibit language learning. G.Ellis (1996:214) refers to a study by Little and Sanders (1990) of the attitudes of students to different teaching methods. They found that students from traditional backgrounds had negative attitudes to CLT-oriented activities. Further discussion of this point will be provided below.

3.3 Source of conflict

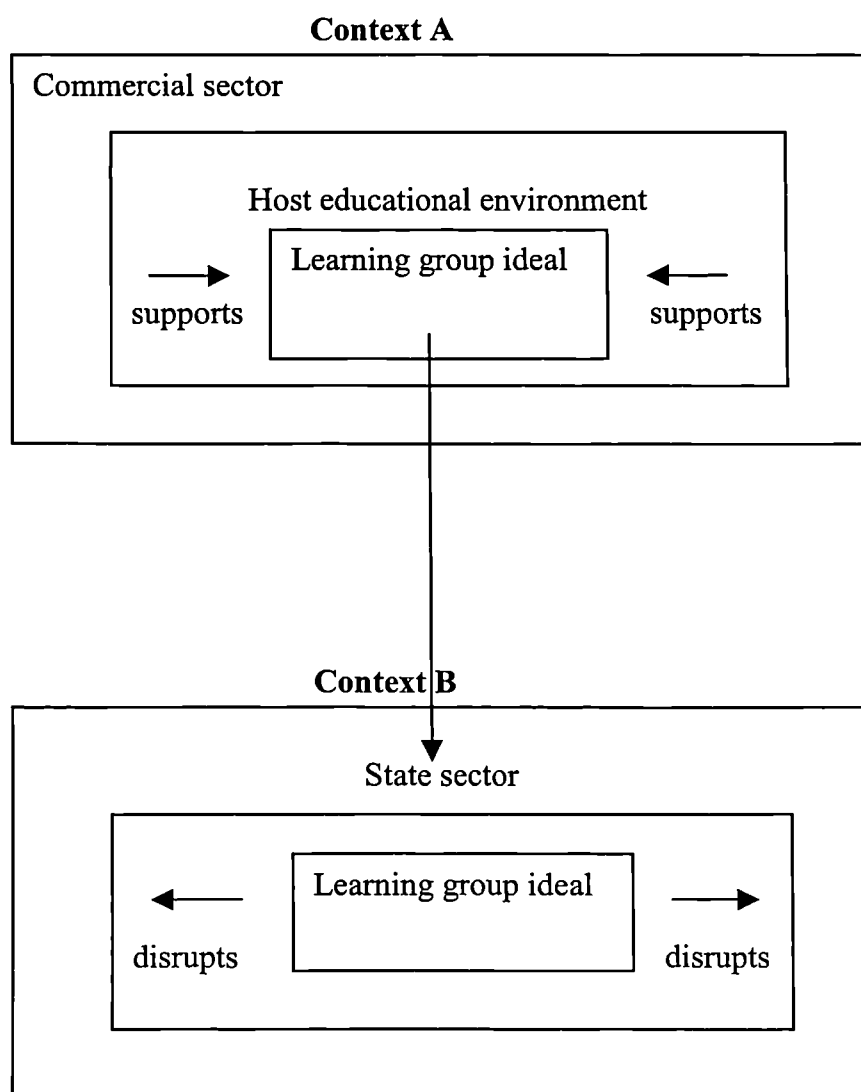
English is one of the most important languages in this era, which is characterized by an information and communication revolution. Developing countries need to have access to the technology of the developed countries and English is the primary channel through which such access can be obtained. For this reason, the teaching of English through

CLT methodology is given an important place in the curriculum in these countries. The introduction of these methods may, however, have an alienating effect. In what follows we discuss some possible reasons for this effect.

3.3.1 Students' expectations

Holliday argues that there is a high degree of consensus within the ELT profession with regard to the optimum circumstances for language learning to take place in the classroom. He calls this consensus the 'learning group ideal' (Holliday 1997:54). He provides the following figure to illustrate how the attempt to transfer this 'learning group ideal' to alien environments results in disruption to host country schools (Holliday 1997:105).

Fig. 3.1: Transfer of innovative methods



In context A, which represents Britain, Australasia and North America (BANA), the communicative approach is supported by the commercial sector and the educational environment. However, when it is introduced to context B, which represents the tertiary, secondary and primary sector of English language education in the rest of the world (TESEP), it is often not welcomed by the educational environment, and the resulting rejection of the approach may result in chaos. This outcome is due to the fact that in the BANA context little account is taken of the students' expectations in the design of the methodology. Holliday (1997:54) suggests that this method is 'process-oriented, task-based, inductive, collaborative, communicative English language teaching'. The host culture is often an obstacle to the implementation of CLT methods since within the host culture the teacher is accorded a special status (Holliday 1997:58); that is, the teacher is regarded as the source of all knowledge in the classroom.

Cortazzi (1990:54) points out that if there is a match between the students' and the teacher's cultures of learning, learning is facilitated. However, if the two cultures do not match, learning may not take place. Cortazzi and Jin (1996:169) define the term 'culture of learning' thus:

By the culture of learning we mean that much behaviour in language classrooms is set within a taken-for-granted framework of expectations, attitudes, values and beliefs about what constitutes good learning, about how to teach or learn, whether and how to ask questions, what text-books are for and how language teaching relates to broad issues of the nature and purpose of education.

Nunan (1990:176) regards such cultures of learning as the 'hidden agendas' which influence what learners gain from classroom teaching. He cites a study he carried out in 1986 to investigate the preference of students and teachers with regard to traditional and CLT methods. In this study, he identifies a mismatch between the preferences of both parties. Teachers were in favour of listening, self-discovery of errors and pair-work. Students, however, gave very low ratings to these activities and were more in favour of error correction, explanation to class, pronunciation practice, vocabulary development and conversation practice. Nunan, unfortunately, does not provide information on the

social and educational context of the study. However, supporting evidence from similar studies is provided in the discussion below.

Holliday (1994:6) states that BANA teachers use group and pair-work in small classes. This technique results in problems when used by TESEP teachers because of large classes and the fact that the classes are monolingual, which makes the use of the L2 more difficult. Holliday (1997:59) also states that students with a background in Koranic education prefer a didactic approach to an inductive or heuristic one. They also prefer reading aloud to silent reading, since reading aloud is part of daily life.

3.3.1.1 Confucian heritage cultures of learning

Liu (1998:5) discusses the role of culture in the Chinese culture of learning. In Asian cultures students are expected to be respectful and obedient towards the teacher, whatever the circumstances. This provides the teacher, who is regarded as the main source of knowledge, with a special status; this status accounts for the fact that classrooms are overwhelmingly teacher-centred. These points are echoed by Xiaoju (1984:12) and Brown (2000:229), who suggest that the expected role of the teacher in China is to impart knowledge. The purpose of education is to convey knowledge from one generation to the next rather than to develop the competencies of learners. Similarly, according to Crismore and Salim (1997:15), Malaysian post-secondary school students were, because of shyness, reluctant to state their point of view or to ask questions during class time. They preferred to discuss things outside class hours.

Another feature which differentiates western and non-western cultures of learning is the 'power distance' between teachers and students (Jacobs and Ratmanida 1996:115). In a survey of the attitudes of second language educators from six Asian countries, these researchers found that where the distance is wide, group-work is less appropriate in the classroom than if it is narrow. They also found that another relevant factor is 'high uncertainty avoidance'. They quote Hofstede (1980, 1986), who states that 'uncertainty avoidance' is the extent to which someone from a given culture accepts ambiguous and extraordinary situations. Students from high uncertainty avoidance cultural backgrounds usually prefer learning from the teacher to learning from discussion and

they avoid disagreement with peers. Asian students can be classified under the second type.

In contrast to these findings, Littlewood (2000) investigated the attitudes of 2307 students from eight Asian countries. He found that students neither regard teachers as the main source of knowledge, nor do they like to be passive listeners. Cortazzi and Jin (1996:191) reach similar conclusions. Flowerdew (1998:324) says that Confucian teachings support the use of group-work. That is, they encourage cooperation for the benefit of the group. Jacobs and Ratmanida (1996:114) reach a similar conclusion, although, as indicated above, they found that high distance and high uncertainty avoidance make group work less appropriate.

Although Confucian teachings are in favour of cooperation between people, it seems that cooperative activities in the classroom are inappropriate. This could be due to the fact that cooperative techniques are in conflict with the power distance which results in the teacher being a figure of authority in the classroom. Cooperation between students is therefore observed only outside the classroom.

Contrary to the stereotype, Asian students are not passive learners. Rather they think carefully before asking questions. Cortazzi and Jin (1996:191) state that Chinese students ask questions to confirm answers and whenever they are not able to solve a problem. They are also afraid of losing face if they do not ask a logical question. They also postpone questions until after the class. This is probably due to the hierarchical nature of the Asian social system which makes for a large power distance between the teacher and the student in the classroom.

The studies we have referred to illustrate how the principles of power distance and uncertainty avoidance can be illuminating in a consideration of the cultures of learning in Confucian heritage educational contexts. We consider now how these principles might help us to understand Islamic cultures of learning.

3.3.1.2 Islamic cultures of learning

Any consideration of the idea of an Islamic culture of learning must begin by making a distinction between the principles of Islam as a religion and the culture of Islamic

peoples. Although religion is part of culture, they should not be mixed up since people's practice may not reflect their religion. Furthermore, although Islam is an Arab culture in its historical origins, Islam has spread far beyond the geographical confines of the Arab world. In this section, we discuss whether there is such a thing as an Islamic culture of learning; the discussion centres around the roles of teachers and students and the appropriacy of teaching methods.

According to one leading Islamic scholar (Kudhah 1998:256ff):

The ultimate goal of Islamic education is to guide human beings to worship Allah and how to rule the world on his behalf on the basis of right and justice.

The aim of Islamic education is to create a straight human being in every aspect of life. He or she should avoid committing sins... He also must follow the command of Allah... Islamic education reinforces positive attitudes to brotherhood, co-operation, solidarity and communication. This contributes to the happiness of the society.

According to the view expressed above, the function of education is to transmit the teachings of Islam to human beings. Another function is to reform society according to the principles of Islam. This means giving revelation the highest status.

However, mind also has a role to play. According to Al-Qaradawi (1987:158):

In Islam it is permissible to use reasoning, bearing in mind the fundamental rules of legislation. These may be applicable to certain issues such as court procedures. However, there is another area which is not subject to reasoning. This includes the five prayers, zakat (part of wealth given to the needy people), fasting, prohibited behavior, adultery, drinking alcohol, interest and rules of inheritance.

The above concepts have a bearing on the roles of the teacher and the learner and on teaching methods. Khder (1996:152) quotes Al-Gazali (old scholar, 1970), saying that knowledge can be obtained through teachers, mind and revelation. The role of the teacher is to take care of learners bearing in mind their cognitive level, to advise them and to be an example to them. The teacher also should deliver his lessons and improve the students' manner in classroom. Cognitive ability has a role to play since it is another source of knowledge. Khder (1996:155) quotes Al-Gazali (1970) as saying that the

duties of the learner include the avoidance of sin, obedience to the teacher and an obligation to search after the most important knowledge first, and lesser knowledge later.

Various teaching methods have been used in Islamic education throughout history. According to Khder (1996:129) Islamic teachers used induction, where the teacher asked the learners to observe a phenomenon in order to reach a general rule. Deductive reasoning was also used, where the learners deduced conclusions from a general rule. Lecturing, in which a teacher delivered a lesson while students listened to him, was a popular teaching method. After the lecture, time was assigned for discussion. Abdul-Aziz (1973:65) states that in 1204 in the Almustanserria School in Baghdad, students used to sit in circles taking notes and listening to the teacher who sat in the middle of the students. A fourth method was a dialogue in which learners and teachers exchanged views on a specific issue. A fifth method was debate. Abdul-Aziz (1973) states that in 1204 the rulers of the Abbasid state are recorded as having arranged debates with their ministers in their palaces. According to Al-Sibai (1977:165) those included in the forum were the ruler, scientists, religious scholars, writers of fiction and poets.

Nowadays, it's probably true to say that lecturing is the dominant practice in the Muslim world. However, there are areas of education where lecturing is not exclusively employed. For example, in medical and technical education. There are many reasons for the focus on lecturing and probably one of them is the high status of religious scholars as being a source of judgements about the law. However, these scholars will accept a view contrary to their own if it is supported with stronger evidence. This may imply that discussion is permissible in the classroom.

3.3.1.3 Students' reaction to innovative methods

Where there are culturally determined expectations with regard to the roles of the teacher and learner, and where these expectations are challenged by attempts to introduce innovative teaching methods, conflict can arise. We cite three examples from Vietnam, Pakistan and Morocco of the problems that can occur following attempts to introduce innovative teaching methods.

According to Kramsch and Sullivan (1996:203) when a Vietnamese teacher used CLT methods and asked individual students to respond, all of them responded simultaneously. In other words they built upon each other's answer as if they were telling a joint story. This is the norm in the Vietnamese classroom since students view the class as one family. For this reason, Vietnamese teachers avoid dividing the class into small groups. The value placed on unity in this culture is due to the effect of Confucian teachings which are in favour of cooperation. Another reason for the strong feeling of solidarity among these particular students is that from the first day of enrolment at a university, the students live, study and take part in leisure activities together outside classroom hours. This is in contrast to the notion of the 'classmate' which is a Western concept.

In Pakistan, Shamim (1996) attempted to introduce CLT methods to her university classroom. First, she asked students to use references and discuss a topic in groups. They complained that the task was demanding. They attended the class without having completed the task and asked for a lecture style. Then, she insisted on group-work and left the class occasionally, but the situation did not change. Finally, to restore part of her authority in classroom, she decided to watch them from the front of the class. In this attempt, students finished the task quicker than when she was walking around in the classroom. This may indicate that students preferred an authoritarian teaching style to the Western student-centred approach.

Shamim (1996:110-117) attributes such resistance to the learners' beliefs which are rooted in society. She mentions three influential factors in Pakistani social life, namely home, family and work. According to tradition, children and adults must not disobey their parents, nor must they disagree with them, even if the disagreement is expressed in rational terms. They should not address too many questions to older people. Similarly, in the work context, in formal meetings employees do not express their own views in front of the manager. Rather they agree with him.

The behaviour in the two situations described above reflects an authoritarian society. These authoritarian values are bound to influence interaction in the classroom. The teacher is regarded as an authoritarian figure due to his/her age and superior knowledge. Accordingly, learners are expected to keep silent unless they are asked to speak. The

teacher views the learners as recipients of knowledge and as not being able to take responsibility for their language learning.

In Morocco, Nolasco and Arthur (1986:103-104) found that it was extremely difficult to teach using CLT methods such as pair- and group-work in large classes. This was due to the fact that students were not familiar with the method. They also expected the teacher to be dominant and interaction to be based on the Initiation-Response-Evaluation pattern of exchanges made familiar by Sinclair and Coulthard (1975). They were also interested in grammar tests and viewed group-work as a waste of time. Moreover, the L2 was not used due to the students' habit of using the mother tongue in group-work.

From the above three examples it is clear that students' culture influences their expectations of learning and teaching methods. This in turn is likely to affect the probability of success of attempts to implement the CLT methods.

The accounts above illustrate the conflicts which can arise from attempts to introduce CLT methods into contexts where the local culture of learning may not be compatible with CLT principles. There are studies, however, which show that innovative methods can be introduced successfully in such contexts. Crismore and Salim (1997), for example, used collaborative learning with Malaysian polytechnic students. The students were divided into five groups. In each group there were five members, a leader who was good at English with interpersonal skills such as patience and dedication. Of the other members, two were weak and two were of average ability in English. The groups were given tasks requiring that they help each other. At the end of the study, the English of all the group members had improved and the slow learners had been motivated to learn English. Although the outcome of the experiment was successful, it was not without some initial problems. In the early stages of the project, the students encountered difficulties in using group-work and progress was slow for the first seventy days.

Tomlinson (1990) used CLT methods with Indonesian senior and junior high school students. Although the method was in its early days of implementation, teachers succeeded in controlling a class of 48 students. The students were also more highly motivated to learn English than other students who did not use the method. Students

using the CLT method were better readers than those who did not use the method. However, Tomlinson (1990:33) states that the attempt to introduce CLT methods in this context was only partially successful. This was due to the fact that many of the administrators showed negative attitudes to the method. Tomlinson suggests that this negative reaction was due to the administrators' fear that the new methods might influence the students' culture which is based on obedience and listening passively to the teacher. He also suggests that they were concerned about the eventual domination of Western values associated with the new method.

3.3.2 Teachers' expectations

Teachers are the main vehicles for the transmission of innovative methods and they are responsible for the implementation of curriculum innovation. They are therefore one of the principal factors responsible for the success or failure of curriculum innovation initiatives. Given what we have said above about the importance of the culture of learning in a given context, we should expect that the teachers' beliefs, expectations and attitudes will be of prime importance in any study of cross-cultural curriculum innovation. In this section, we look at the evidence concerning teachers' reactions towards innovative methods.

3.3.2.1 Teachers' reaction towards innovative methods

Holliday (1994:3) suggests that many teachers of English as a second and as a foreign language at secondary and university level throughout the world feel that innovative methods seem inappropriate to their students. He tells of an Egyptian university lecturer who, after observation of a discovery approach class, said that it was difficult for students to adopt such a method. The lecturer argued that in Arabic 'teach' is the opposite of 'learn' and one cannot take place without the other. So if there is no teaching, students benefit very little in the classroom.

The problems identified by teachers do not derive only from their negative attitudes; they also encounter difficulties in the implementation of innovative methods. According to LoCastro (1996:53) after the introduction of CLT methods to Japan, English was not used either by teachers or by students. There were some notable exceptions to this general rule, however; in particular, both teachers and students used ritual expressions

such as greetings. Interaction between teacher and students or between students themselves could hardly take place because it is the norm in Japanese society that students should pay attention to the teacher all the time; this is a consequence of the hierarchical nature of Japanese society. The role of the teacher is, conventionally, to convey knowledge and students have to wait until after class for discussion.

In a study of teachers from South East Asia, Nunan (1987) shows that although the teachers in his study were highly qualified as teachers of English, their classroom practices reflected their traditional methods rather than the CLT methods which they claimed to be using. There was little interaction between teacher and students or between the students themselves. Drills and activities with a focus on usage were dominant in their classes. The dominant culture of learning in South East Asia is one where the focus is on the transmission of knowledge and rote learning.

3.3.2.2 Influence of teachers' education

Holliday (1997:69,72) makes a distinction between two types of 'academic culture' in teachers. The distinction is based on the work of Bernstein (1971). The characteristics of these two academic cultures are as follows (adapted from Reynolds and Skilbeck 1976):

Table 3.1: Academic culture of English teachers

Collectionist	Integrationist
<ul style="list-style-type: none"> • Separate subjects • Strong subject boundaries • Didactic, content-based pedagogy • Oligarchic control of the institution 	<ul style="list-style-type: none"> • Interdisciplinary • Blurred subject boundaries • Skills-based, discovery oriented pedagogy • Democratic control of the institution

Holliday (1997:73) argues that the academic culture of the TESEP (tertiary, secondary, and primary English language education) teachers is collectionist. At university level there are strong boundaries between subjects. A lecturer is a specialist either in literature or linguistics with a doctoral degree. However, the academic culture of teachers in the

BANA (Britain, Australasia, and North America) sector tends to be integrationist, with a focus on skills, discovery and problem solving methods.

Holliday (1997:83) provides a number of examples of the effect of educational culture on the attitudes and practices of local Egyptian and British expatriate lecturers at an Egyptian university. He asked an Egyptian lecturer to spell out her view on group-work. She said that it reduced her time for lecturing. For this reason she was not predisposed to the use of groupwork in the classroom. Holliday also tells of an Egyptian lecturer who criticized him for leaving a discussion open-ended without supplying a correct answer (Holliday 1997:96). The teaching style the lecturer objected to is based on induction which is one of the features of the integrationist culture.

Ballard (1996:150) suggests that all cultures reflect didactic and heuristic traditions in pedagogy but with different degrees. In the Western tradition, there is more emphasis on the transfer of knowledge at primary and secondary schools. At the university level the analytical approach is dominant. Students are encouraged to question what they are told and what they read. They are also encouraged to confront conflicting views and to form their own opinion accordingly. At postgraduate level, students (especially those conducting research) are encouraged to make a contribution to knowledge. This view is predicated on a belief that knowledge is subject to extension, revision and change.

In the discussion of learning styles above we have presented the matter as if it were a simple dichotomy; the use of such a dichotomy inevitably involves a degree of oversimplification, since learning styles may overlap at different levels. With this caveat in mind, we can summarise by suggesting that in non-western cultures of learning (including those characteristic of Confucian heritage and Islamic cultures), there is a strong emphasis on the transmission of knowledge, memorisation and imitation. It could be said that although the educational background is influential, teacher training in the use of traditional methods, which are also Western oriented, has a similar effect. These methods pay much attention to memorisation, drill, focus on form and competition. These characteristics show the influence of traditional modes of training and cultures of learning in the non-western world.

3.3.3 Problems with the CLT method

Holliday (1994:5,6) argues that a 'narrow version' of the CLT method is popular in different parts of the world. This focuses on oral communication through using group and pair-work. The implementation of a 'broad', more thoroughly communicative, pedagogy is difficult, however, because of problems with large classes, the dominance of the L1 and the prevalence of an authoritarian teaching style. This ignorance of the learner's learning context is one of the disadvantages of CLT which was discussed earlier in this chapter.

3.4 The method-in-use in the Arab world and Qatar

Having discussed the source of conflict between theory and practice regarding the introduction of CLT methods to non-English-speaking countries in general, it is important to describe the method-in-use¹, in the Arab world in general and in Qatar in particular, so as to shed light on the problems which have been encountered in attempts to implement CLT methods in Qatar. Although some problems were discussed in Chapter 2, in this chapter further details are provided on the practices of male English language teachers since Qatar is part of the Arab world.

Kailani (1995), Kharma and Hajjaj (1989) and Nolasco and Arthur (1986) describe some general features of the methodology used in English language teaching in the Arab world. The teacher usually starts with a presentation stage where new items are presented; these new items may include structure, vocabulary, language function and notions. Then the teacher moves to a drilling stage where repetition, substitution and open-ended questions are used to reinforce the items introduced at the presentation stage. Finally, in the practice stage, the teacher trains the learners to use the new items in isolated sentences. It is rare for the teacher to move to a third production stage characterised by authentic language use and the expression of attitudes, feelings and opinions either verbally or in writing. The interaction between teacher and learners is characterized by the familiar Initiation-Response-Feedback exchange described by Sinclair and Coulthard (1975), with the Initiation move taken by the teacher asking a question, followed by a short Response from a student (or students in chorus) and

completed by an Evaluation move from the teacher. This teaching style hinders students from using the language for a wide range of purposes and for self-expression. Another feature of this methodology is that it is thoroughly teacher-centred. According to Holliday (1997:82) Arab teachers see it as their responsibility to deliver knowledge to students rather than to involve them in the use of language through participation in communicative activities. He suggests that this characteristic mode of interaction results in a distant relationship between teacher and students (Holliday 1997:90).

Holliday's observations are anticipated by Nolasco and Arthur's (1986:102) observations of teachers in Morocco, where students expect the teacher to use an authoritarian teaching style in the classroom. The teachers' domination of the classroom encourages a deductive approach to language teaching. Holliday (1997:59) recounts his experience of using an inductive style with Egyptian university students. He felt that they did not like it. He attributes this preference to the influence of the Egyptian teachers' academic culture.

As we have indicated in Chapter 2 (Section 2.3.2.1) the officially approved method of English language teaching promoted by the Ministry of Education in Qatar is CLT. In this section we describe the main features of the method as implemented in the coursebook "Crescent English" (O'Neil and Snow 1992) and as promoted by the English Inspectorate in Qatar. The Ministry policy towards CLT is a result of the decision in 1976 to commission a communicative English course from the prestigious Oxford University Press. The authors of the course are westerners, and the course is written within an explicitly communicative framework, as the Teacher's Book makes clear (O'Neil, Snow, Hicks and Hobbs 1992). The course was adopted, with supporting materials and teacher-training support from the British Council, as the approved method in secondary schools in Qatar in 1977 (Nunn 1996:349).

O'Neil, Snow, Hicks and Hobbs (1992:8) state that teachers in this course should start with presentation of new language, followed by a practice phase where students work together in pairs or groups. In an evaluation of the Crescent course, Cunningsworth (1997:11) points out that this approach is mainly communicative since students are

¹ The term 'method-in-use' is adopted from the work of Nunn (1996), and is used to

required to work together and get involved in real-life communication. In this approach, as Nunn (1996:417) suggests, the focus is on process rather than product and learners are given a great opportunity to interact with their classmates and work independently of the teacher. As Nunn also suggests (Nunn 1996:358), this method also involves less 'power distance' between teacher and students since it allows students to take the initiative in interaction and to express their own opinion.

In spite of the clear indications that the type of methodology we have described above should be the one adopted by English language teachers in Qatar, the method-in-use is quite different. This emerges very clearly from research conducted by Nunn (1996), who recorded 13 lessons delivered by different English language teachers in seven Qatari secondary schools. Nunn's study shows that the method-in-use in these schools has certain discourse characteristics. The teacher dominates the classroom activities, controlling all turn-taking in interaction with students. In response to the teacher's questions, a student is selected to provide a response. The student's response is followed up by the teacher, and never by another student. It is very rare for students to take the initiative or to negotiate meaning with the teacher. Their contributions are restricted to asking about things such as page numbers. They are also encouraged to take part through 'bidding', i.e. competing for the teacher's attention by raising their hands. Self selection, however, is rarely accepted and usually ignored.

The topic of the lesson is also under the teacher's control. After individual study of a text from the course book, the teacher elicits responses from the students with the aim of reconstructing the text. This procedure prevents topic development and revelation of point of view. Teachers also limit students' contributions when they attempt a longer reconstruction or monologue.

The teacher's control of the topic and turn taking results in a great 'power distance' between teacher and student. Interaction between the two parties takes the form of Initiation, Response, Negotiation and Termination (I-R-N-T). It is the teacher who takes the initiative and allows students to provide only short responses and negotiations. The teacher also rarely leaves termination open to the students. Nunn's I-R-N-T

refer to the set of practices adopted by teachers in a given educational context.

discourse model is an adaptation of Sinclair and Coulthard's (1975) model which is based on the I-R-F (Initiation-Response-Feedback) model of the exchange. In his study Nunn observed that these three moves are not sufficient to analyse the data collected from Qatari schools. So he introduces a fourth move (N) into the exchange structure. He provides an example of a five-part exchange (Nunn 1996:98):

1. I Teacher: What's the man talking about? Yes...?
2. R Student: About dogs crossing the road.
3. N Teacher: What does the talker call them?
4. R Student: Stray dogs.
5. T Teacher: Stray...stray dogs...thank you.
Therefore this is the main problem that man's talking about.

These exchanges represent I, R, N, R and T respectively. Nunn's novel contribution is represented in move number 3 above. He states that the purpose of negotiation could be a request for elaboration or continuation of speech or clarification or repetition (Nunn 1996:121).

The teacher encourages the students to memorize passages from the textbook. This is done through repeated questioning by the teacher, usually where the teacher knows the answer to the question. Such questions are often referred to as 'display questions' (Nunn 1996:374, citing Long and Sato 1983). Nunn (1996:382) departs from this analysis. He labels this type of question a 'reconstructive question' since it results in reconstruction of a text from the course book. In this way, students are encouraged to memorize a text in order to reproduce it in the exam. Nunn points out that Qatari school examinations include items which are based on the content of the course book (Nunn 1996:393). Therefore, it could be said that the main purpose of the reconstructive question is to memorize texts in order to pass the exam.

Nunn states that one of the problems with school examinations in Qatar is a lack of explicit objectives (Nunn 1996:397). He quotes Abo Galalah (1992) who states that there are no guidelines specifying which skills and linguistic areas are to be tested. Recently, however, specifications for preparatory and secondary level examinations were produced. However, we could say that teachers vary in using these specifications.

That is, some of them take the specifications into consideration when writing the exams. Others, however, rely on their own experience without reference to the specifications.

Nunn suggests that the reproduction of texts leading to rote learning for examinations, as currently practised in Qatari EFL classrooms, is unproductive. In contrast, a 'reconstructive approach' (Marton 1988), which involves meaningful reconstruction activities such as summarizing and retelling a narrative from a different point of view, could provide a productive way forward, especially since this approach is close to teachers' current practices (Nunn 1996:405).

Nunn's research indicates clearly that the method-in-use of the English language teachers in Qatar is very far from conforming to the principles of CLT. It is worthwhile at this point to ask why this should be.

Nunn (1996:358) states that the teacher's full control of turn-taking results in a 'large power distance' between the teacher and the student. This type of relationship is in fact the norm in Qatari classroom culture. Holliday (1997:95) and Nolasco and Arthur (1986:102) reach similar conclusions regarding the teaching of English in Egypt and Morocco respectively. It is therefore not surprising that attempts to institute a methodology requiring a reduction of the power distance between teacher and student should encounter problems. According to Nunn (1996:363) the Crescent course was written so as to provide the student with an active role in classroom activities while the role of the teacher is restricted to that of an assistant and adviser. These roles are incompatible with Qatari cultural assumptions regarding the roles of teachers and students in the classroom.

Weir (1997:40) and Cunningsworth (1997:2) point out that the problem with the Crescent course is that it is based on Western cultural assumptions which are different from those with which Arab teachers and students are familiar. Nunn (1996:287) states that it is not expected according to Qatari classroom culture that students should move freely in the classroom and interact with each other nor that the teacher's role should be restricted to observing and guiding. Nunn concludes that his research findings suggest that the emphasis given to group and pair-work in the Crescent English course does not match the expectations of teachers and students in Qatari classroom.

Another example of clear incompatibility between the methods used by expatriate Western teachers and the method-in-use in the Arab world is provided by Nolasco and Arthur (1986:104), who found that Moroccan university students complained that expatriate Western teachers were failing to teach them when they used pair and group-work. Similarly, Holliday (1997:59) found that Egyptian students prefer deduction to problem solving activities. They also did not regard silent reading and discussion as real reading since it was not reading aloud. Holliday attributes these attitudes to the influence of the Koranic culture in the Arab world.

There are reasons other than culture behind the contrasts between theory and practice that we have identified. Nunn (1996) and Nolasco and Arthur (1986) cite discipline problems as a major obstacle to the use of pair and group work. Other problems include lack of teaching aids such as a photocopiers and the insistence of school administrators on quietness in the classroom.

3.5 Management of change

Our survey of the literature regarding the use of CLT in TESEP contexts suggests that incompatibility between the principles of CLT and local cultures of learning is a major obstacle to the implementation of CLT in these contexts. The question then becomes one of how innovation can best be managed in these circumstances. There are various possible strategies for making an innovative method appropriate to a social context. We might describe these as ranging along a continuum. At one end is a strategy where the focus is on adapting the method to make it sensitive to the learners' culture. At the other end of the continuum, the focus is more on the gradual introduction of the method to the classroom and less on adaptation of the method to the local culture of learning. A third position on this continuum is based on the assumption that the best approach is to integrate elements of the new with elements of the old.

3.5 Adaptation of the innovative method

As Holliday (1997:161ff) suggests, the adaptive approach depends on having accurate information about the local culture of learning. Holliday argues that curriculum innovation needs to be preceded by classroom ethnographic research, involving teachers, syllabus designers, materials writers and other parties. The aim of this research

should be to study the behaviour of teachers and learners in its social context. Once this knowledge has been obtained, the next step is to adapt the innovative methods so that they are culturally appropriate, in the light of the research findings.

Holliday (1994:167) provides an example to indicate how CLT could be adapted to be appropriate to the social context of learners. His approach is based on retaining and exploiting properties of the innovative method that conform to the learners' culture. This may include acknowledging the fact that learners already have a high level of communicative competence in their L1. It also implies that the learners' needs also should be taken into consideration in determining the content of courses. Holliday (1997:170) recommends that precautions should be taken in using pair and group-work, since these activities require the students to take the initiative and to engage actively in communication and both of these behaviours may be culturally inappropriate. Teachers also reject such techniques since they believe that students may be exposed to ill-formed input from their classmates.

Curriculum developers also need to be sensitive to the difficulties in class control which may arise through the use of pair- and group work. Holliday (1997:170) makes a distinction between the 'strong' and 'weak' version of CLT and stresses the importance of using the 'strong version'. The 'weak version' focuses on oral communication in which pair- and group-work are used to help students to exchange information in English. However, this type of activity is rejected by teachers since students may learn each other's mistakes and it is difficult to maintain discipline in a class of large number of students. In the 'strong version' the focus is on text analysis rather on oral communication. The text is regarded as input and students are expected to carry out problem solving activities based on the text. For example, students may be required to discover the grammatical rules underpinning the text. It is not necessary for students to use the L2 while they are on task. This is probably why the strong version is less common than the weak version. Moreover, tasks do not have to be carried out together. Students can do them as individuals. The outcome could be a new text using language from the original text or it could be a report on the activities completed.

Nunn's suggestions in relation to text transformation are reasonable and well-motivated. However, we do not concur with his wholesale rejection of memorization since

memorization helps students to retain useful phrases and language expressions to be used in other situations. Nattinger and DeCarrico (1992:25) cite Wong-Fillmore (1976) who studied the language of several Spanish learners of English as a second language. She found that prefabricated speech (chunks) had contributed to second language acquisition. Nattinger and DeCarrico also cite the work of Hakuta (1974) who reports similar findings regarding a Japanese learner of English. Although these studies seem related to English as a second language situations, teachers of English as a foreign language can expose students to taped materials which involve the spoken language. Teachers should present the language expressions in the materials to be memorized and used in other situations.

Holliday's recommendations regarding the use of text analysis are also useful but students are still in need of training in the speaking skills. They need to speak English when they find themselves in the target language community. In Chapter 2, Section 2.2.6 we have listed the different personal uses of English by Qatari people. G.Ellis (1996:282) refers to Swain's (1985) suggestion that students need time to get involved in communication since this encourages students to move from 'semantic' to 'syntactic' processing.

Both text analysis and oral communication are complementary and contribute to language development. It seems that the use of pair-work in the classroom is more appropriate than group-work in educational systems which are based on hierarchy. It is probably true that the time assigned for pair-work is a major factor in success of its implementation. A balance should be made between pair-work and teacher-led activities involving the whole class.

3.5.2 Gradual introduction of the innovative method

We consider now the alternative to the 'adaptive' approach to ELT curriculum innovation, namely the approach based on minimal adaptation but a gradual implementation of the methods. Among the advocates of this approach are Nolasco and Arthur (1986:104), who suggest that change should be introduced gradually, taking into consideration the learners' expectations. They also recommend learner-training to help the learners to adopt the new method. This recommendation is based on their own

experience of introducing pair and group-work to a Moroccan secondary school gradually. They started with open dialogues between the teacher and the learners. Then they asked students to get into pairs and perform a similar dialogue. Next the students used cue cards to help them in speaking to each other and to play roles in pairs and in threes. Finally, students got into groups to help each other in writing guided essays through generating ideas and discussing the layout.

3.5.3 Integration of elements of old and new methods

The third approach to ELT curriculum innovation that we consider involves the integration of elements from old and new approaches. Representative of this approach are the proposals of Jones (1995:15), who suggests the integration of elements of CLT with elements of traditional methods such as lecturing and grammar drilling. He used this approach in a course in business writing for 60 Chinese students of EFL (Jones 1995:13). The course was designed to include familiar elements, such as grammar patterns and rules, models of letter-writing and lecturing and novel elements such as group preparation of presentations, peer editing and role playing in pairs and groups. The first three weeks of the course concentrated on traditional elements such as lecturing and grammar and then the novel communicative elements were gradually introduced into the classroom.

A similar approach is suggested by Cortazzi and Jin (1996:201). They call this approach 'cultural synergy' in which students and teachers from two different cultures try to understand each other's culture of learning without losing their own identity. An example of this synergy is when teachers and overseas students in a British university discuss case studies that include situations that take place in overseas language classrooms and at university level. These situations are familiar to one party but not to the other. Then each party provides explanations of their behaviour in order to reach a good understanding of different cultures of learning.

We could suggest that in a context where English is a foreign language, a cultural synergy could be achieved through the integration of elements from Western innovative methods and elements from the students' culture of learning.

There are many variables that may influence the decision as to which of the three strategies of managing curriculum innovation that we have outlined here should be adopted in a particular situation. These may include the level of the learners, the expectations of teachers and learners and the class size. In the early stages of learning a foreign language, the gradual approach to introducing change may be most appropriate. This strategy will not work, however, if the teachers, as the main sponsors of implementation, find the method contradicting their expectations. In this case, integration could be used as a policy. Ideally, one wants a strategy that will integrate elements that conform to the teachers' culture and at the same time reflect the principles of the innovative method.

Adaptation can be the most appropriate strategy if, first, the teachers are willing to accept elements from the innovative method at the expense of their traditional methods and, second, if learners are at an early stage of learning where they will be more flexible and accepting of change.

The discussion here raises some more general questions:

1. How to manage curriculum innovation in the Arab world?
2. Is it possible to change the attitudes of Arab teachers to adapt to some aspects of innovative methods?
3. Are all elements of Arab students' culture of learning obstacles to innovation?

It is too early to answer these questions definitively but the findings of this study may point the way towards an answer.

3.6 Summary

As we have seen, culture is a major influence on the preferences of teachers and learners with regard to classroom practices. If attempts at curriculum innovation take the local culture of learning into account, innovation may be successful. If the local culture of learning is not taken into account, however, it is likely that resistance to the new methods will be encountered and the attempts will fail. Course designers, materials writers, teachers and other parties involved in ELT curriculum innovation in the Arab world need to think deeply about what actions should be taken before introducing

innovative methods. Attempts at curriculum innovation need to be based on a sound knowledge of existing methods-in-use, and on a sound knowledge of the attitudes of teachers and students to existing methods. This study represents an attempt to meet this latter need. In this study we also examine, through classroom observation, the extent to which current practice matches, or fails to match, the methods promoted by the Ministry of Education.

CHAPTER FOUR

Research Design and Methodology

4.1 Introduction

In this study qualitative and quantitative approaches are used to collect data. Quantitative research is based on measurement and attempts to model relationships between variables using statistical analysis. Within the qualitative or interpretive research tradition, on the other hand, human behaviour is viewed as too complex to be understood using such methods (Bogdan and Biklen 1992:48). Rather, qualitative research is concerned with a description of people and their perceptions of the world (Bogdan and Biklen 1992:2, Bell 1993:5).

Another important difference between quantitative and qualitative research relates to the treatment of context (Bogdan and Biklen 1992:30). The ultimate aim of quantitative research is to arrive at universal laws whose truth is independent of context. Qualitative research, on the other hand, aims at understanding events through a detailed study of their context. For example, in dealing with the official records of institutions, the qualitative researcher will go beyond the documentary evidence to ask where, how, and under what circumstances the documents were produced. In this way the focus is on the process rather than on the product.

Quantitative research is concerned with prediction, and as a result there is a strong focus on product rather than process. For example, to test the hypothesis that students' cognitive performance in schools is affected by the expectations of teachers, an experiment may be set up with an experimental group and a control group to determine whether knowledge of the teacher's expectations affects the performance of the students. A pre-test and a post-test may be used to measure the change in performance of the two groups. Even if, however, the experiment confirms the hypothesis, this

method will fail to show how the expectations are translated into daily behaviour in the classroom. This requires a qualitative method such as unstructured observation.

There are techniques, however, within the quantitative tradition which attempt to focus on process. One example of such a process-oriented approach in the sphere of educational research is the use of structured observation schedules (Flanders 1970, Galton 1978, Galton and Simon 1980, Croll 1986). Structured observation schedules are designed to help the observer focus systematically on specific behaviours and to estimate their frequency. If the criteria used to describe and record the items are clear to the observer, then the observers will share a common understanding of the items to be observed, and the reliability of the observations will thereby be enhanced (Anderson and Burn, 1989:141). Structured observation is less demanding than unstructured observation since the latter requires a higher level of training in the observer, and the required level of expertise may not always be easily available. A further advantage of structured observation is that it lends itself more readily to comparison with other studies, since frequency counts using the same instrument can be made in different contexts. The possibility of direct comparison with prior studies contributes significantly to the external validity of the study (McDonough and McDonough, 1997:106).

One problem with the technique of structured observation is that it is based on the *a priori* categorisation of behaviour. Such systems are intrinsically incapable of capturing unexpected behaviours or isolated incidents which may nevertheless be critical for a full understanding of the situation. A related difficulty is that where the observation schedule is based on regular sampling of behaviours at pre-determined intervals (say, 30 seconds), there may be infrequent but critical incidents which are not captured by the observation scheme. Structured observation schedules may appear to be objective, but a strong element of subjectivity is introduced into the schedule when it is written, since the writer must use his/her judgement about what categories to include in the schedule, and this judgement is inevitably subjective. The consequence may be that the schedule is not capable of reflecting the point of view of those who are being observed. This is most likely to happen when the observer is not the class teacher (McDonough and McDonough, 1997:106). Observing is also expensive in terms of time and money. That

is, it may require a number of observers to be used in several classrooms over an extended period of time (Anderson and Burn, 1989:143).

One of the distinctive features of the quantitative approach is that it results in generalizations about what is typical of the group which is being investigated. In research into attitudes, for example, the objective is to identify differences in attitudes between different groups. In order to identify such differences, it is necessary to aggregate individual attitude scores into a group score; the validity of this procedure depends on the assumption that there is a degree of agreement or consensus between the individuals in the group (McDonough and McDonough 1997:48). The degree of consensus can be precisely quantified and the statistical significance of group differences can thus be estimated. Thus, if due attention is paid to sampling procedures, the quantitative approach can yield valid and reliable accounts of the phenomena under investigation.

Reliability of measurement means, among other things, that the observations of different observers of the same phenomena are consistent with each other. Consistency between observers is not easy to obtain in qualitative research (Bogdan and Biklen 1992:48). This is partly due to the fact that qualitative researchers have different backgrounds, interests, motivations and attitudes, all of which will influence their perception of the phenomena under investigation. For example, in a school-based study, a social worker may focus on the social background of the students whereas a sociologist may focus on the school's social system. Thus their research includes different types of data and they may come up with different conclusions.

Reliability in qualitative research is established through showing a match between what is recorded and what is observed in the real world. A particular threat to reliability is systematic bias (Cohen and Manion, 1984:302; Anderson and Burns, 1989:187). This may occur when the observer fails to detach him/herself from the event which is being observed. A lack of detachment can show itself in, for example, racial prejudice against the participants, or in the use of leading questions in interviews. It is a familiar observation that there is a conflict between reliability and validity in qualitative research (Cohen and Manion, 1984:303, citing Kitwood, 1977). The more the interviewer is objective, distant and rational, the less validity the interview tends to have. This is due

the fact that people tend not to speak freely about their attitudes and values in formal situations, and particularly when they are conscious of being observed.

To enhance the reliability of interviews, Cohen and Manion (1984:302) suggest that the questions should be written taking care to avoid ambiguity, vagueness and technical terminology, so that the respondents find no difficulty in responding. The interviewer should also be familiar with the respondents in order to encourage them to be at ease in the interview situation.

In this study considerable care was taken to avoid systematic bias. The questions were carefully formulated so as to minimise the possibility of influencing the answer (see section 4.6.5). A pilot study was also conducted to make sure that the items were clear to the interviewees (see section 4.7). The interviews were also conducted in a tactful way so as to encourage the interviewees to speak freely and provide genuine responses (see section 6.4).

Detailed observation of 'concrete' details of events is another of the characteristics of qualitative research, particularly when the researcher takes a role as a participant observer of the situation under investigation (McDonough and McDonough 1997:52). As a participant, the researcher has more direct access to the perceptions and experiences of the individuals he/she is studying than the quantitative researcher, who deliberately keeps his/her distance. Direct involvement does not necessarily yield valid interpretation, however, since the participants' perceptions are inevitably coloured by his/her involvement.

The role of the participant observer is demanding on the part of the researcher. McDonough and McDonough (1997:53) quote Erickson (1986) who writes that:

1. Evidence must be adequate in amount to support interpretation. Central importance is given to comprehensive and detailed observation.
2. Evidence should come from a variety of data types. Reliance on one type can miss important features and more seriously, leave conclusions unvalidated.
3. Data must have good interpretive status: in other words, researchers have to guard against misunderstanding features in the data, because of inadequacy of amount or even deliberate misinformation.

4. Disconfirming evidence should be included and actively sought.
5. Discrepant cases should be analysed carefully. Qualitative research uses discrepant case analysis as a powerful antidote to looking only for evidence to support the researcher's conclusion.

To sum up our overview of the relationship between quantitative and qualitative research, we can say that each approach has its advantages and disadvantages and one cannot say that one approach is superior to another. Both approaches can be seen as complementary to each other. Perhaps for this reason it has become common in educational research to adopt an eclectic, or multi-method approach. In this approach, both quantitative and qualitative methods are used in order to provide alternative perspectives on the same phenomenon. This is often referred to as 'triangulation' (Hitchcock and Hughes 1989:104). Cohen and Manion (1986:260-266) describe some situations where triangulation is appropriate:

1. Triangulation is effective when a comprehensive view of behaviour is required. Cohen and Manion quote Isaac and Michael (1971) who suggest that most classroom research which is interested in the outcomes of education or achievement focuses on attainment rather than on the development of attitudes. As an example regarding the importance of attitudes, it is suggested that the relatively low popularity of mathematics as a subject in higher education is due to negative attitudes towards mathematics rather than low levels of ability.
2. Triangulation is useful where a complex phenomenon requires detailed study. As an example, consider how one might approach a comparative study of formal and informal classrooms. In such a study, an approach based solely on achievement scores would not be sufficient. This is because the two types of classroom are based on different theories, have different objectives and make use of different practices. A pre-test post-test design would not identify other non-academic factors. An eclectic approach which made use of a combination of quantitative measures (achievement tests, record cards, class-work, the attitudes of teachers and students) and qualitative data (interview and observation data) will provide a clear picture of both classes.

In this study a complementary view is adopted. That is, a combination of quantitative and qualitative data is used. This is due to the complexity of the educational situation under investigation. Bearing in mind the purpose of the study (see above) three questionnaires were used to yield quantitative data on the attitudes of teachers, students and head-teachers towards the teaching of English in Qatar. This makes it possible to obtain data from different sources for the purposes of triangulation. A classroom observation schedule was constructed to gather data on the effectiveness of the implementation of CLT methods in Qatari classroom. Interviews were used to collect data on the attitudes of teachers and students towards CLT methods and the traditional methods.

One of the striking results of the pilot study was that there appeared to be a mismatch between the teachers' beliefs and their actual practice. The questionnaires provided data on the teachers' beliefs and attitudes, and it was important that we had independent evidence which had a bearing on the validity of the questionnaire results. The primary purpose of the interviews and classroom observation schedule was therefore to validate the results of the questionnaires. These types of data are complementary since they help us to compare the attitudes of teachers and students towards the methods with their actual behaviour in the classroom, This contributes to better understanding of the situation in the EFL classroom in Qatar.

4.2 Research questions

Bearing in mind the above aims, along with the research problem regarding underachievement in English and the resistance of the English teachers in Qatar to the implementation of CLT (see Chapter 2 for details), the following questions arise:

1. What are the attitudes of preparatory school English teachers in Qatar towards teaching English as a foreign language?
2. What are the attitudes of head-teachers in Qatar towards English as a foreign language?
3. What are the attitudes and perceptions of preparatory school students in Qatar towards English as a foreign language?
4. What are the attitudes of male teachers and students to CLT and the traditional methods?

5. What are the factors affecting the attitudes towards the teaching and learning English of English as a foreign language in preparatory schools in Qatar?
6. How effectively do male English language teachers at preparatory schools in Qatar use CLT methods?
7. What are the difficulties of using CLT methods in the Qatari context?
8. Why do the expatriate Arab teachers of English in Qatar show resistance to CLT methodology?
9. To what extent is the policy of the Ministry of Education of Qatar successful in implementing CLT methods?
10. Are CLT methods culturally inappropriate in Arab countries?
11. What are the training needs of English language teachers in Qatar with regard to the implementation of CLT methods?

Most of the questions are primarily concerned with attitudes of teachers, head-teachers and students (see details in Section 4.3 below). The focus of this study is therefore on attitudes. We also devote attention to the evaluation of classroom practice, though the study does not investigate classroom interaction in detail. Interaction in the EFL classroom in Qatar is the subject of an extensive study by Nunn (1996) (see Chapter 3, Section 3.4 for details). The present study can be regarded as an extension of Nunn's study since it takes us beyond classroom interaction. That is, it relates what happens in the classroom to external social factors such as attitudes. Nunn also provides a comparison between what he calls the 'method in use' or the actual practice of English teachers and the officially promoted method (i.e. CLT), but he does not address the social factors that influence the implementation of policy in the classroom.

4.3 Independent variables

As we have indicated, the dependent variables in this study are the attitudes of teachers, students and head-teachers. In order to understand the genesis of these attitudes, we have incorporated the following independent variables into the study: sex, qualifications, experience, location (inner-city or outer-city) and nationality. The sex variable is included because female students in Qatar typically spend most of their time at home revising lessons and watching television. In contrast, the male students

typically spend their free time at sports clubs and visiting friends. Sex is also relevant in understanding teachers' attitudes and behaviour. Female teachers are typically Qatari nationals, graduates of Qatar University and they have had pre-service teacher training in CLT methodology. Very few Qatari men go into the teaching profession, so most of the male English language teachers are Arab expatriates who come from other Arab countries such as Egypt and Jordan. They work in the country on five- or ten-year contracts. The expatriate Arab teachers have usually had pre-service training in traditional methods of English language instruction, and this is likely to influence their practice and attitudes in the classroom. We expect, therefore, that the attitudes of the male teachers surveyed in this study will be different from those of the female teachers.

All male and female head-teachers are Qatari nationals. However, their management style is influenced by Qatari culture. Qatari society is based on hierarchy. That is, the father is the master of the family and family members are expected to show respect and obedience to him. So the father has more authority than the mother. Similarly, in schools, male head-teachers may use more a authoritarian management style than female head-teachers. This difference in the management style of male and female head-teachers is likely to be a factor behind the different success rates of attempts to introduce egalitarian styles of teaching in boys' and girls' schools.

Nationality is important in this study because it is reasonable to expect that Qatari students and teachers will have different attitudes from those of non-Qataris. The majority of non-Qatari students are expatriate Arabs whose parents have higher qualifications than Qatari parents. Qatari teachers are more familiar with the students and are probably more conscientious in their professional duties than non-Qatari teachers because the latter are paid substantially less than their Qatari colleagues.

The location of the school is another important variable in this study. In Qatar, the parents of students living in the inner city tend to have higher qualifications than those from the outer city. The qualifications variable is included because it is likely that the level of education of the parent will be a factor in the attitudes of the children towards learning English. The qualifications variable is also relevant to an understanding of the attitudes of teachers. Teachers in Qatar have qualifications ranging from a teacher-training college diploma to a Master's Degree.

The final factor is experience. The expatriate Arab teachers are typically older and have more experience than the Qatari teachers. This is likely to be a factor in understanding the resistance of teachers to innovation which we referred to in Chapters One and Two.

4.4 Data collection

In order to obtain answers to the questions set out in Section 4.2 above, a combination of questionnaires, classroom observation and interviews was used. Boys and girls are educated separately in Qatar, and it is not possible for male researchers to obtain access to girls' schools in Qatar. For this reason, the observation and interviews were limited to boys' schools. There was no problem of access, however, in relation to the use of questionnaires, so questionnaires were administered to head-teachers, teachers and students in both boys' and girls' schools. The questionnaires were designed to obtain answers to the questions concerning attitudes and perceptions in the list of questions above, namely questions 1, 2, 3, 5 and 11. Question 6 is concerned with the effectiveness of attempts to implement CLT methodology and the roles of teachers and students in the classroom; classroom observation was chosen as the most suitable method to obtain answers to this question. The interview schedule was designed to provide a qualitative perspective on the attitudes of teachers and students regarding CLT methodology. The interview data are therefore relevant to questions 4, 7, 8, 9 and 10.

4.5 The data collection instruments

In this study the following instruments were constructed: a questionnaire for head-teachers (Appendix C), a questionnaire for teachers (Appendix B), a questionnaire for students (Appendix A), classroom observation checklists (Appendix D) and interview schedules for teachers (Appendix G) and students (Appendix F). All the questionnaires and interview schedules were originally written in English, but they were translated into Arabic for the students and teachers (Appendices H, I, J, K and L). In this chapter we describe each instrument in turn, and we consider questions relating to the validity and reliability of these instruments.

4.5.1 Students' questionnaire

The purpose of the questionnaire for students (see Appendix A) was to examine the attitudes and motivation of the students towards English as a foreign language.

4.5.1.1 Rationale

The questionnaire was used to collect data on the attitudes of the students towards the English language, the English language teacher, parental encouragement to learning English, the English text-books, and motivation to learn English. As indicated in Chapter One, there is a general perception in Qatar (deriving from the experience and observation of educational administrators) that the standards of achievement of students learning English are poor. Although there are many factors which determine levels of attainment in English, it is reasonable to suppose that the attitudes of the students are a significant factor. More specifically, we can expect that students with positive attitudes will experience success in a foreign language, while those with negative attitudes will experience failure or slow development in learning the language. These considerations explain why one of the aims of this study was to investigate the attitudes of the students.

4.5.1.2 Construction

The following steps were taken to design the students' questionnaire:

Step 1: Literature review

The literature on appropriate methodology and attitudes and motivation in relation to the teaching and learning of foreign languages in the Arab World was reviewed (Abo Galalah 1992, Ahmed 1989, Yazigy 1991). These studies were conducted in Qatar, Iraq and Lebanon respectively. The participants in these studies have much in common with the participants of the present study. All the studies referred to above are concerned with identifying the attitudes of Arab participants. Ahmed and Yazigy examine the attitudes of teachers and students towards English as a foreign language and Abo Galalah examines the attitudes of students and adults in Qatar towards the English language as the basis for recommendations concerning syllabus design. For these reasons, the questionnaires used in the present study were based partly on the questionnaires used in the studies referred to above.

Step 2: Writing the items

The following items were adopted from Abo Galalah's study:

- Item 4 "I like learning English"

- Item 18 “Learning English is a waste of time”

These items were adopted because they reflect attitudes to the English language and yield responses to Research Question 3 above.

The following item was also originally from Abo Galalah’s study and is also relevant to Research Question 3 but it was modified to read as follows:

- Item 5 “Learning English helps me to get a good job in the future”

The item originally read “Studying English is important for me because it will help me to get a good job one day”. This item was modified because the original one was too long to be included in a questionnaire.

Items 2 and 8 were adapted from items in Ahmed’s study:

- Item 2 “ Learning English helps me to pursue my future study ”

This item relates to instrumental orientation for learning English and it also relevant to the aims of this study as mentioned above (see Section 4.1). The original item read “Learning English will help me to pursue my study abroad”. This was modified because continuation of study could be either in students’ country or abroad.

- Item 8 “Learning English is of little benefit, particularly when I travel to an English speaking country for tourism”

This item relates to instrumental orientation for learning English and it also relevant to Research Question 3. The original item read: “Learning English is of no benefit when travelling abroad”. This was modified for the same reason mentioned above regarding Item 2.

Items 17 and 32 were adapted from Ahmed’s study:

- Item 17 “Learning English is of little benefit for broadening my knowledge of the world”

This item also relates to instrumental orientation for learning English and it also provides answers to Research Question 3. The original item read: “Learning English will help me broadening my knowledge of the world”. This was modified because a negatively worded item was needed for the present study.

- Item 32 “The reading texts in the Pupil’s Book are difficult to understand”

This item relates to attitudes to text-books. There are still some problems with the text-books though the new version introduced in 1992 is better than the old one. According to the Ministry of Education (1994:100) one of the problems of the existing text-books is lack of focus on writing at paragraph level. The old item read: “I think my English text-books do not take learner standard into regard”. This was changed because it is too long and students do not know the standard of all students in school.

The remaining items in the students’ questionnaire were constructed by the researcher.

Step 3: Designing the questionnaire format

The title of the questionnaire was “Students’ Attitudes and Perceptions Towards Learning and Teaching English”. The questionnaire was in two sections: a section devoted to respondent data and a section devoted to focal data. It was accompanied by a covering letter. We consider these three elements in turn.

A: Covering letter

The letter informed the students that the purpose of the survey was to collect data about their attitudes towards the teaching and learning of English as a foreign language. It also informed them that the information would be used for research purposes and that in order to ensure frankness in the responses, they did not have to reveal their names. The students were requested to answer all the items and they were thanked at the end.

B: Respondent data (Section One)

This section of the questionnaire was designed to obtain factual information about the students relating to their sex, nationality, grade and parents’ qualifications.

C: Focal data (Section Two)

This section includes 37 statements designed to measure the students’ attitudes. A five-point Likert-type attitude scale was used, with the following descriptors attached to the points of the scale:

- Strongly Agree (SA)

- Agree (A)
- Uncertain (U)
- Disagree (D)
- Strongly Disagree (SD)

This type of scale was selected because many of the research questions driving this study relate to the attitudes of students, and Likert type scales are the most widely used method for quantifying attitudes. In the context of the present study Likert scales have the particular advantages that they are easily understood by respondents and questionnaires using this type of item can be administered to relatively large numbers of students.

For the Likert scale to be valid, it is important that the items in a given sub-scale should be conceptually related and can be conceived of as ranging along a single continuum from negative to positive. The construction of the scales in the questionnaire was guided by this principle. If we take Scale 1 (attitudes to English language) as an example, we find the following items:

- Item 4 “I like learning English”.
- Item 12 “Learning English is useful”
- Item 18 “Learning English is a waste of time”
- Item 31 “Learning English is boring”

It is reasonable to suppose on the basis of *a priori* considerations that all the items in this scale reflect a general orientation to learning English. We would expect that a respondent who was positively oriented towards learning English would assent to Items 4 and 12 and dissent from Items 18 and 31. Further discussion of the validity and reliability is provided in Sections 4.6.1 and 4.8.1 below.

The 25 items in this section of the questionnaire (see Appendix A) were grouped into six scales intended to measure the following variables:

- Scale 1: Attitude to the English language
- Scale 2: Attitude to parental encouragement
- Scale 3: Attitude to the English text-books
- Scale 4: Attitude to the teacher of English
- Scale 5: Instrumental motivation
- Scale 6: Integrative motivation

These sub-scales can be grouped under three main factors: (i) the classroom (English language, English teacher), (ii) the home background (parental encouragement) and (iii) the personality of the students (integrative and instrumental motivation). We consider now the composition of the six scales in more detail.

Scale 1: Attitude towards the English language

The reason for including this scale is that, as indicated in Chapter One, English is one of the school subjects with a high failure rate (Ministry of Education:1993b) and it is likely that the students' attitudes to English are relevant to an understanding of this problem. The scale is made up of the following four items:

- Item 4 "I like learning English"
- Item 12 "Learning English is useful"
- Item 18 "Learning English is a waste of time"
- Item 31 "Learning English is boring"

Items 4 and 12 are worded positively and Items 18 and 31 are worded negatively. Having two negatively-worded items and two positively-worded items is recommended practice in the construction of attitudinal scales. The main reason for including items with negative polarity is to avoid a positive bias response building up.

We should acknowledge that there are some well known problems with the use of negatively worded items. First, negatively worded items are cognitively confusing. That is, a negative response to a negatively worded statement has the effect of expressing a positive attitude. This problem can be solved through avoiding the use of negative form (e.g. "Learning English is not interesting") in the question. In this study this problem in the construction of items with negative polarity is minimised by using the affirmative form but words with negative connotations (e.g. "Learning English is boring"). The second problem is related to the first, in that if negatively worded items are inherently unreliable, we cannot take it for granted that a negatively-worded item will be given a consistent interpretation. The solution to this difficulty lies in the reliability analysis: if an item is not receiving a consistent interpretation, this will be revealed by a low item-total correlation.

Scale 2: Students' attitude towards the English teacher

This scale is made up of the following items:

- Item 21 “The teacher of English is a kind person”
- Item 25 “The teacher of English is sincere in his teaching”
- Item 28 “The teacher of English is bad tempered”
- Item 33 “The teacher of English is boring”

Items 21 and 25 are positively worded and items 28 and 33 are negatively worded. The above items are included to identify students’ attitudes to teachers. The expectation is that an authoritarian teaching style will be reflected in a negative attitude to the teacher. The items also yield responses to Research Question 3 above.

Scale 3: The attitude of the students towards parental encouragement

This scale is composed of the following items:

- Item 11 “My parents pay no attention to my work in English, e.g. home-work”
- Item 14 “My parents help me to learn English”
- Item 19 “My parents are indifferent if I gain high scores in English”
- Item 34 “My parents advise me to learn English”

Items 14 and 34 are worded positively and Items 11 and 19 are worded negatively. The items are included since many parents in Qatar pay little attention to their children’s performance in English and few of them attend the annual meeting between school administration and parents. It is likely that parental encouragement will affect the students’ attitudes to learning English positively.

Scale 4: The attitude of the students towards the English language text-books

The scale is composed of the following items:

- Item 7 “The English language text-books develop my writing skills”
- Item 23 “The topics of the Pupils’ Book are interesting”
- Item 15 “The listening exercises in the Work Book are difficult to understand”
- Item 32 “The reading texts in the Work Book are difficult to understand”

Items 23 and 32 are also included in the teacher’s questionnaire. Items 7 and 23 are positively worded items and Items 15 and 32 are negatively worded. The items in this scale were included in the questionnaire because of some problems with new text-books

introduced in 1992 as mentioned above (see also Scale 3 “Teachers’ attitudes to textbooks” in Section 4.5.2.2).

Scale 5: Instrumental motivation to learning English

The items in this scale are as follows:

- Item 2 “Learning English will help me to pursue my future studies”
- Item 5 “Learning English will help me to get a good job in the future”
- Item 8 “Learning English is of little benefit, particularly when I travel to an English speaking country for tourism”
- Item 17 “Learning English is of little benefit for broadening my knowledge of the world”
- Item 36 “Learning English will help me to pass the examination”

Three of the items in this scale (Items 2, 5 and 36) are worded positively while two (Items 8 and 17) are worded negatively. The items are included to investigate the motivation (instrumental or integrative) of students learning English. English is taught in Qatar as a foreign language and there is little contact with native speakers in the country. However, some students travel in the summer to English-speaking countries and have direct contact with the target language community. Many students also have access to the internet. We hypothesise that both of these circumstances are likely to result in positive attitudes towards English.

Scale 6: Integrative motivation to learning English

The items in this scale are as follows:

- Item 3 “Learning English is important because it helps me to get to know English speaking people”
- Item 22 “Learning English makes us less proficient in Arabic”
- Item 26 “Learning English is important since it helps me to know the culture of English speaking people, their traditions, for example”
- Item 29 “Learning English is of little benefit since it is part of Western traditions”

Item 3 and 26 are worded positively, while items 22 and 29 are worded negatively. Item 22 is included because some students may feel that introducing English to the school system as early as the primary stage may interfere with their learning Arabic. There is a view that this stage should be devoted exclusively to the Arabic language and that it is not easy to learn both languages at this stage, bearing in mind that many

students have low standards in reading and writing in Arabic and both languages are different in many respects such as pronunciation and the mechanics of reading and writing.

4.5.2 Teachers' questionnaire

This questionnaire was designed to collect data regarding the attitudes of the English language teachers in Qatar towards the teaching of English as a foreign language.

4.5.2.1 Rationale

Examination of the attitudes of the students only may not be sufficient to tackle the research problem. The attitudes of the teachers constitute another dimension of the problem which deserves in-depth study.

Sixty two items were used in the questionnaire. They are grouped into the following sub-scales:

- Scale 1: Attitudes towards students
- Scale 2: Attitudes towards the teaching profession
- Scale 3: Attitudes towards text-books
- Scale 4: Attitudes towards in-service teacher training
- Scale 5: Attitudes towards the head-teacher
- Scale 6: Attitudes towards the inspectors of English
- Scale 7: Attitudes towards difficulties of teaching innovative methods
- Scale 8: Teacher training needs

4.5.2.2 Construction

The same steps that were followed in the construction of the students' questionnaire were followed in the design of the teachers' questionnaire, and the questionnaire is similar in format. The questionnaire is entitled "Teachers' attitudes towards teaching English as a foreign language" and contains two parts: the first part dealing with biographical information relating to the respondent, and the second being devoted to the attitudes of the teachers. The questionnaire was accompanied by a covering letter.

A: Covering letter

The letter informs the teachers that the purpose of the questionnaire is to examine their attitudes towards teaching English as a foreign language. It also assures them that the

questionnaire is anonymous so as to encourage them to provide frank and truthful responses. Then the teachers are thanked for their participation at the end of the letter.

B: Respondent data (Section 1)

In this section respondents are required to provide biographical information on matters such as sex, nationality and years of experience. The rationale for the inclusion of these variables is mentioned above (see section 4.3).

C: Focal data (Sections 2 - 4)

Section Two

This contains 40 items using a five-point Likert type scale. The five points are labelled “Strongly Agree”, “Agree”, “Uncertain”, “Disagree”, “Strongly Disagree” as with the students’ questionnaire. Half of the items are positively worded while the others are negatively worded.

The 28 items in this section were used to construct six scales. The scales were intended to measure the following attitudes: attitudes towards the students, the profession, the text-books, in-service teacher training, the head-teacher and the English Inspectorate. We discuss these scales in turn.

Scale 1: Teachers’ attitudes towards students

This sub-scale contains the following 4 items:

- Item 11 “Students like learning English”
- Item 12 “It is difficult to improve the learners’ performance in English”
- Item 17 “The teacher should help the less proficient students in English”
- Item 37 “Students are careless in learning English”

Items 11 and 17 are positively worded and items 12 and 37 are negatively worded. These items are included because there is a problem with the relationship between teachers and students. According to a Ministry of Education report (1994:43) the relationship between teacher and students is based on authority. Moreover, the male Arab teachers are not familiar with the traditions of Qatari students since they come from other Arab countries. This affects negatively the relationship between teacher and students. Therefore, this area requires investigation.

Scale 2: Teachers' attitudes to the teaching profession

This sub-scale includes the following six items:

- Item 3 "I like teaching English as a profession"
- Item 4 "When I teach English I provide a good service for the country"
- Item 19 "I would change my profession as a teacher of English if I could"
- Item 22 "Teaching English is the last resort for the educated unemployed"
- Item 30 "Teaching is an insecure profession since the teachers of English can lose their jobs easily"
- Item 38 "I am enthusiastic when preparing my English lesson"

Items 3, 4 and 38 are positively worded and Items 19, 22 and 30 are negatively worded. The above items are included to investigate the teachers' attitudes to their profession. According to the UNESCO Report (1990:112,113) non-Qatari teachers are not satisfied with their profession since they feel that the teaching profession is insecure and their salaries are not as high as those of their Qatari colleagues. Experience also suggests that female teachers of English, Science and Mathematics are not satisfied with their profession due to their being given more teaching periods than colleagues. They are assigned more periods due to lack of teachers in these scholastic subjects.

Scale 3: Teachers' attitudes towards the text-books

This sub-scale is composed of 6 items:

- Item 1 "The appearance of the text-book is appealing"
- Item 7 "The reading texts in the Pupils' Book are difficult for students to understand"
- Item 24 "The writing tasks in the Workbook develop the students' writing skills"
- Item 28 "The topics of the Pupils' Book are interesting"
- Item 34 "The listening tasks in the Workbook are difficult for students to do"
- Item 40 "The reading texts in the text-books are insufficient to develop the students' reading skills"

Items 7 and 28 are also included in the students' questionnaire. Items 1, 24 and 28 are positively worded whereas items 7, 34 and 40 are negatively worded. This scale was constructed because experience suggests that teachers complain that the reading texts do not adequately develop the students' reading skills. Weir (1997:10) in his evaluation of the text-books points out that there is a lack of long expository texts. This lack inhibits the development of effective skimming and scanning skills. Weir (1997:19) states that students are trained to write dialogues which is not the type of text they will be expected

to produce in the future. Another problem related to the text-books is the topics. According to the Ministry of Education (1994:95) the text books should include topics related to the students' environment and of interest to female students.

Scale 4: Teachers' attitudes to in-service teacher training

The sub-scale contains the following items:

- Item 6 "The in-service teacher training course is unnecessary"
- Item 16 "The in-service teacher training course is satisfactory"
- Item 25 "The in-service teacher training course is boring"
- Item 35 "The in-service teacher training course is useful"

Items 16 and 35 are positively worded and Items 6 and 25 are negatively worded. This scale was included in the questionnaire because, as indicated in Chapter Two Section 2.4.3.3, the in-service training course lacks some necessary components such as assessment and follow up sessions in the classroom.

Scale 5: The teachers' attitudes towards the head-teacher

This sub-scale includes the following items:

- Item 4 "The existing head-teacher is tactful"
- Item 13 "The existing head-teacher is impatient"
- Item 26 "The existing head-teacher is unjust"
- Item 33 "The existing head-teacher is caring about our teaching problem"

Items 4 and 33 are positively worded while Items 13 and 26 are negatively worded. This scale was included because a good relationship between teachers and head-teachers facilitates language learning. Head-teachers also influence the implementation of innovative methods in classroom. According to the Ministry of Education (1994:49) head-teachers assign teachers extra work which is irrelevant to their teaching profession which affects their performance in the classroom. Some head-teachers also regard using group work and movement of students in classroom as an indication of lack of class control.

Scale 6: The teachers' attitudes to the inspectors of English

This sub-scale includes the following items:

- Item 8 "The English language inspector's job is to detect teaching mistakes"

- Item 18 “The English language inspector lacks professional qualifications”
- Item 31 “The English inspector evaluation is objective”
- Item 32 “The English language inspector’s directives help to develop the teaching profession”

Items 31 and 32 are positively worded while Items 8 and 18 are negatively worded. This scale was included because the relationship between the English inspectors and the English language teachers influences the development of English teachers. According to the Ministry of Education (1994:50) the relationship between the English inspectors and the English language teachers is characterised by feelings of insecurity and lack of trust. Teachers view the inspector as an evaluator rather than as an advisor. So the teachers prefer to keep their teaching problems secret rather than revealing them to the inspector.

Section Three

This section yields data regarding the difficulties of implementing innovative teaching methods such as Communicative Language Teaching (CLT). In Qatar when this methodology was introduced it encountered resistance from male English language teachers (see Chapter Two, Section 2.3.2.2). The review of the literature in this study (see Chapter Three) shows some factors underpinning the problem of resistance. The purpose of this section was therefore to identify the factors underlying the resistance of the male teachers to innovation, and to provide evidence for recommendations regarding curriculum innovation.

For each of the 9 items in this section, the respondents were requested to select one the following responses:

- Definitely true = 5
- True = 4
- Uncertain = 3
- Untrue = 2
- Definitely untrue = 1

The items were as follows:

- 3.1 “A lack of English resources (tapes, readers, etc.) hinders the use of innovative teaching methods”.
- 3.2 “Parental encouragement to listen to old people in the family makes learners prefer lecturing to working together”.

This item is related to Qatari culture. Children usually show great respect to parents and grand-parents. Therefore, they do not interrupt them when they speak and obey them when they ask them to do things. Similarly in the classroom the teacher receives similar respect and the students prefer to interact with the teacher rather than with a partner.

- 3.3 “Large class size hinders the use of innovative methods which encourage pair and group-work”
- 3.4 “Parental encouragement to compete, e.g. advising children to gain higher scores than others or making comparisons between them in learning, hinders the use of innovative teaching methods which support cooperation”
- 3.5 “The use of lecturing by teachers of subjects other than English hinders the use of innovative methods which advocate co-operation in doing tasks”
- 3.6 “The high density of the English language syllabus hinders the use of innovative methods which require sufficient time for implementation”

The number of lessons is too many to be covered in a year using student-centred activities.

3.7. “Classroom organization hinders the use of innovative foreign language methods”

Students in Qatari schools usually sit in four to five rows. Two rows are next to the wall and the other two or three are in the middle. It is easy to make pairs with four rows but it is not easy with five rows. This requires the students to move around in the classroom to make groups. This results in noise which is not acceptable to the head-teacher. When the lesson finishes students have to put desks back as they were which may irritate teachers of other subjects since it wastes their time. Students usually put the desks back during the next lesson since the whole time is devoted to the English lesson.

3.8. “Lack of an English room hinders the use of innovative teaching methods”

These rooms used to be equipped with teaching aids specially provided for English language teaching such as overhead projectors. The desks are arranged in groups and the floor is carpeted to facilitate student-centred activities. These rooms disappeared from schools in 1988 due to the increasing number of students and lack of sufficient funds to build new schools.

- 3.9. “Keeping the classrooms quiet and disciplined as one of the school administration’s regulations hinders the use of innovative foreign language teaching methods”

The items do not represent an attitudinal scale. Rather they represent points of view since the respondents are required to state whether an item is an obstacle to innovation.

Section Four

This section is intended to assess the teachers’ perceptions of their training needs. The section contains 16 items referring to aspects of classroom practice. For each item, the respondent is asked to indicate its importance using the following scale:

- 5 = Extremely important
- 4 = Of considerable importance
- 3 = Uncertain
- 2 = Of little importance
- 1 = Not important

The items are as follows:

1. Presentation of vocabulary items
2. Teaching reading
3. Teaching writing
4. Teaching listening
5. Teaching speaking
6. Lesson planning
7. Teaching grammar
8. Discipline
9. Teaching translation
10. Theoretical background to CLT method
11. Using dictionary
12. Teaching dictation
13. Using pair- and group-work
14. Conducting oral/aural test
15. Writing written tests
16. Correcting errors

The purpose of the scale above is to identify the attitudes of teachers to the in-service training course in general. In this section, the purpose is to identify their attitudes in particular towards the training needs. This serves one of the aims of this study: to identify the factors related to the failure of the implementation of CLT methods in

Qatari context. It is believed that the match between the training needs and practice contributes to the success of implementation of CLT methodology

4.5.3 Head-teachers' questionnaire

The purpose of this questionnaire (see Appendix C) was to examine the attitudes of the preparatory school head-teachers towards the teaching of English as a foreign language and their attitudes towards the difficulties of using innovative teaching methods.

4.5.3.1 Rationale

This questionnaire yields data to answer Research Question 2 (Section 4.2). The head-teacher plays a very important part in curriculum development and innovation in Qatar, and the success of curriculum initiatives is vitally dependent on the support of the head-teacher. The Ministry of Education(1994:49) states one of the problems of teaching English is that some head-teachers show reluctance to the use of student-centred techniques such as group-work and role-play. It is therefore of considerable importance for this study to identify the attitudes of head-teachers towards curriculum innovation in English language teaching. If head-teachers have positive attitudes towards the teachers of English, this will have a positive effect on the satisfaction and enthusiasm of the teachers for their profession. Conversely, if the head-teacher is not supportive of the English language teachers, this will have a negative impact on their enthusiasm. For example, if the head-teacher views pair and group-work as a source of disruption, teachers may be discouraged from using such techniques in the classroom. Another reason why the attitudes of head-teachers are important for this study is that they are responsible for providing resources and support for teachers.

One question of interest for this study is whether the attitudes of head-teachers and teachers are consistent with each other or whether they are in conflict. The questionnaires were designed so that a comparison of the attitudes of these two groups would be possible. If the results of this comparison showed that there were divergences between the attitudes of head-teachers and teachers, this would provide important information for the study.

4.5.3.2 Construction

The questionnaire for head-teachers is titled “Head-teachers’ attitudes towards teaching English” and consists of two parts: the first part consisting of questions relating to biographical data and the second part consisting of questions designed to measure attitudes. The questionnaire was accompanied by a covering letter.

A: Covering letter

This letter was as follows:

Dear Head-teacher,

The purpose of this questionnaire is to examine your attitudes towards teaching English as a foreign language.

Your name is not required but your frank answer to all items.

I would appreciate it if you could answer the questionnaire and return it within two days.

In this letter the head-teacher is given assurance through informing him/her that his/her name is not important. A time limit is also assigned in order to encourage them to answer the questionnaire as soon as possible.

B: Respondents’ data (Section One)

In this section the respondents are requested to provide biographical data regarding sex only. This is crucial since, as we have indicated above, there are good reasons to suppose that the attitudes of the male and female head-teachers will be different. To be specific, we expect to find that the female head-teachers will have more positive attitudes towards CLT methods, since, for cultural reasons, they use a less authoritarian management style than their male colleagues.

C: Focal data (Sections Two and Three)

Section Two

This section is designed to collect data regarding the attitudes of the head-teachers towards the teaching of English as a foreign language. There are eight items making up two scales.

Scale 1: The attitudes of head-teachers towards the teachers of English

This sub-scale contains the following items:

- Item 2 “The teachers of English are cooperative”
- Item 5 “The teachers of English are unorganized, e.g., get into classroom late.”
- Item 8 “The teachers of English are sincere in doing their job”
- Item 11 “The teachers of English are impatient”

Items 2 and 8 are positively worded while Items 5 and 11 are negatively worded. In the teachers’ questionnaire, the attitude of the teachers towards the head-teacher is examined. The items above were included in the head-teachers’ questionnaire so as to provide the head-teachers’ perspective on the relationship between teachers and head-teachers.

Scale 2: The attitudes of head-teachers towards innovative teaching methods

Before reading the relevant items in this sub-scale, the head-teachers were given a definition of the term ‘innovative methods (CLT)’. The definition was as follows:

Language in innovative teaching methods is used for communication. That is, the focus is on meaning more than form. The teaching also focuses on interaction through speaking and in writing on self-expression. Students are responsible for their own learning. Innovative methods provide students with a more significant role in the classroom. That is, they learn the L2 through doing tasks together in pairs or groups. The teacher’s role is to encourage the students to learn, to co-operate and to listen to each other. Innovative methods do not focus on grammar, which is learnt through contexts without explicit teaching of rules. Innovative methods pay attention to the four skills: reading, writing, listening and speaking.

It is likely that the head-teachers’ responses to this sub-scale will be based on the above definition, rather than on what is going on in classroom. It is expected that the head-teachers will respond negatively to the use of group-work.

This sub-scale contains the following items:

- Item 1 “Innovative teaching methods (the official methods used in schools) develop speaking skills”
- Item 4 “Innovative teaching methods encourage learners to speak with each other which results in disruptive behaviour in English language lessons”
- Item 7 “Innovative teaching methods develop reading skills”
- Item 10 “Innovative teaching methods produce less proficient students in English”

Items 1 and 7 are positively worded and Items 4 and 10 are negatively worded. These items are included since some head-teachers, as indicated above (see Section 4.5.3.1), do not encourage the use of student-centred techniques such as group-work.

Section Three

This section is designed to investigate the perceptions of the head-teachers regarding the difficulties of using innovative teaching methods. It will be recalled that a similar scale was used in the teachers’ questionnaire (page 100). The head-teachers’ questionnaire consists of eight items. Seven of these were taken directly from the teachers’ questionnaire (Items 3.1 to 3.5, 3.7, 3.8, corresponding to Items 1 to 7 below) and one (Item 8 below) was specially written. Item 3.6 and 3.9 from the teacher’s questionnaire were not included in the head-teachers’ questionnaire:

- Item 3.6 “The high density of the English language syllabus hinders the use of innovative teaching methods which require sufficient time for implementation”
- Item 3.9 “Keeping the classroom quiet and disciplined as one of the school administration’s regulations hinders the use of innovative foreign language teaching methods”

It is clear that Item 3.6 is only relevant to the teachers since head-teachers are not directly concerned with the details of the English syllabus. Similarly, Item 3.9 is only relevant to the teachers since the item yields data regarding whether the management style of the head-teacher influences the implementation of innovative methods. Item 8 in the head-teachers’ questionnaire (see below) was specially written for this questionnaire since it relates directly to the head-teachers’ view of the teachers.

The items in this section are as follows

1. A lack of English resources (tapes, readers, etc.) hinders the use of innovative teaching methods.

2. Parental encouragement to listen to old people in the family makes learners prefer lecturing to working together.
3. Large class size hinders the use of innovative teaching methods which encourage pair and group-work.
4. Parental encouragement to compete in learning English, e.g. advising children to gain higher scores than others or making comparison between them in learning, hinders the use of innovative methods which support cooperation.
5. The use of lecturing by teachers of subjects other than English hinders the use of innovative methods which advocate co-operation in doing tasks.
6. Classroom organization hinders the use of foreign language innovative methods.
7. Lack of an English room hinders the use of innovative teaching methods.
8. The use of competition by many teachers hinders the use of foreign language innovative methods.

4.5.4 Classroom observation schedule

The structured classroom observation schedule (see Appendix D) was designed with two purposes in mind: to collect data regarding the effectiveness of the implementation of Communicative Language Teaching methods in Qatari schools and to observe the roles of the teachers and learners in the English language classroom. It also serves the purpose of backing up the validity of the other methods of data collection through triangulation.

4.5.4.1 Rationale

In Chapter 3, Section 3.4, we observed that, as Nunn (1996) has shown, the methods used in the classroom are different from the officially adopted methods (CLT). In Chapter Two, Section 2.3.2.2, we also observed that male expatriate Arab teachers typically show resistance to the adoption of CLT methodology. Classroom observation was used in this study in order to broaden our understanding of the reality of expatriate Arab teachers' practice in the classroom. The classroom observation schedule was designed to provide answers to the following questions:

1. How effectively do male English teachers use CLT methods?

2 What is the teacher's role in the classroom?

3. What is the student's role in the classroom?

The study is thus intended to shed light on the problem of the mismatch between theory and practice in the ELT classroom in Qatar. The observation schedule was also intended to provide the opportunity for triangulation. It was specifically intended that the data from the observation schedule should be compared with the data relating to the attitudes of teachers and students collected from the questionnaires and the interviews. The observation data would also provide an alternative perspective on the learners' preference for particular English language teaching methods in classroom.

4.5.4.2 Content

The observation schedule takes the form of a checklist. The items in the checklist cover twenty-five behaviours expected from teachers and students which reflect CLT and traditional methods. For example, Items 2, 6 and 8 (see Part A below) are related to CLT methodology, whereas Items 5, 11 and 14 (see Part B below) are related to traditional methods. We focus on behaviours relating to CLT since CLT is the method promoted by the Ministry of Education and it is part of the responsibilities of the English inspectorate to promote the implementation of these methods in the classroom. We also focus on behaviours relating to traditional methods since these are the methods favoured by the male teachers, the vast majority of whom are Arab expatriate teachers who are still influenced by their initial training which is based on the traditional methods.

A few of the items were adapted from Malamah-Thomas (1991:117). They are as follows:

- Item 1 "Using L1 for giving instructions"
- Item 2 "Using L2 for explaining tasks"
- Item 3 "Correcting all errors"
- Item 12 "Using teaching aids"
- Item 18 "Using L1 for answering teacher questions"
- Item 19 "Using L2 for practice"
- Item 20 "Co-operating in doing tasks"

All the items are associated with Yes or No responses in order to record the observed behaviour by ticking against each item. If the behaviour occurred most of the time or some of the time the judgment would be 'Y' ('Yes'). If the behaviour was not observed because it was not applicable, the judgement would be 'NA' (not applicable). Otherwise the judgement would be 'N' ('No'). The question as to the reliability of the observation schedule is addressed in Section 4.8.4 of this chapter.

In addition to the checklist, the observation schedule contained a section where comments could be written by the observer in note form. At the end of each visit a summary was written to describe, in general terms, what happened in classroom.

The items in the observation schedule can be grouped into four main categories, corresponding to the behaviours of teachers and students relating to the use of CLT and traditional methods. The items are listed below (printed in italics), with (where necessary) some amplification. The numbers correspond to the order of the items in the original checklist.

A Teachers' use of CLT methods

2. *Using the L2 to explain tasks*

Using the L2 to clarify the nature of the task in hand.

6. *Using various techniques for presentation of vocabulary items*

This involves explanation in English, guessing from context, synonyms and translation. In this way the teacher keeps the use of the L1 to a minimum since the traditional methods provide a paramount role for translation in teaching vocabulary.

7. *Paying more attention to the students' message more than to the form*

The teacher is primarily interested in the meaning of what a student says.

8. *Encouraging students to communicate in the L2*

Encouraging students to use English when speaking to him or to their partners.

9. *Offering sufficient time to the average student to complete tasks*

The teacher provides enough time for most of the students to finish the task in hand. This item is related to CLT methods since it focuses on learner autonomy

which requires sufficient time to complete tasks. Many expatriate Arab teachers in Qatar do not take account of the need for time to complete the task. Rather, they ask students to do tasks on their own and after a while they elicit the answer from good students and put it on the blackboard to be copied by all students. This reflects their interest in the product rather than the process and ready-made answers to be memorized and reproduced in the exam.

10. *Encouraging students to participate*

Encouraging students to take part through many strategies, e.g. asking questions and praising.

12. *Using various teaching aids*

Using different teaching aids such as the blackboard, flash-cards and wall-charts.

15. *Asking students to read for a purpose*

Asking students to read for gist, scanning and so on. In CLT there is a communicative purpose for the reader. In other words before reading he/she is interested in looking for a specific piece of information. This is evident when someone reads the title quickly to select the required information. In the traditional methods, however, the purpose of reading is typically to engage with the literary texts of the target language without having a communicative purpose in mind.

16. *Asking students to listen for a purpose*

This is similar to asking students to read for a purpose.

B Teachers' use of traditional methods

1. *Using the L1 for instructions*

Using the L1 to ask students to do something in the class, e.g. "Open your books".

3. *Correcting all errors*

Correcting students' oral mistakes e.g. pronunciation and grammar.

4. *Teaching grammar explicitly*

Writing the pattern on the blackboard and asking students to repeat in chorus or individually.

5. *Translating texts*

Translating texts such as statements and questions. That is, these are instructions delivered by the teacher in English first. Then, they are translated into Arabic

11. *Dominating classroom activities*

The teacher dominates the activities. For example, talking most of the time, asking too many questions and providing answers to tasks before the students have a chance to think about them thoroughly.

13. *Encouraging students to compete with each other*

The teacher asks a question to the whole class. Then the students compete to answer him.

14. *Encouraging students to memorize a particular text*

Encouraging students to memorize some texts by informing the students that they are important for the examination or asking them to act out a dialogue by heart.

17. *Encouraging students to read passages aloud*

Asking individual students to read a particular text aloud.

C Students' communicatively-oriented behaviour

18. *Using the L2 to answer the teacher's questions*

19. *Using the L2 for practice*

Using English for doing tasks, e.g. answering verbal and written questions.

20. *Cooperating in doing tasks*

Students cooperate in doing tasks, e.g. exchanging information in English, helping each other. Students also may perform a dialogue based on a memorized text.

24. *Listening to each other while working together*

Students pay attention to their partners and respond accordingly.

25. *Asking teacher for clarification*

Students ask the teacher about any ambiguous points.

D Students' traditional method-oriented behaviour

21. *Working alone*

The students do tasks on their own e.g. answering questions relating to a reading text.

22. *Competing with each other*

Students raise hands competing to answer teacher's questions ('bidding').

23. *Showing desire for excessive explanations*

Students ask unnecessary questions to clarify tasks, e.g. asking the teacher to explain every single word in a text. Such questions are an indicator of a heavy dependence on the teacher. Students should rely on themselves in learning English. For example, instead of asking the teacher about the meaning of a word, they should guess it from the context or use a dictionary.

26. *Listening passively to the teacher*

Students fail to pay attention to the teacher.

4.5.5 Interviews

Interviews (see Appendix E) were used to collect data relating to the attitudes of the students and teachers towards CLT and traditional methods. The interview schedules were designed to collect data relevant to some of the research questions which form the focus of this study (see Section 4.2).

The interview questions cover some of the points that are covered by the observation schedule, although there is no exact correspondence between the content of the two instruments. We describe the content of the interview schedules below.

4.5.5.1 Rationale

There were two principal considerations behind the design of the interview schedules. First, the interviews with the teachers were conducted in order to collect data regarding the attitudes of the teachers to CLT methods and to traditional methods. It is important to note that data collected from teachers relating to their beliefs and perceptions about what is going in classroom will not necessarily reflect the beliefs and perceptions of students. In fact the beliefs and perceptions of the two groups are very likely to be different and it is important for a complete understanding of the classroom culture of learning to identify the perceptions of teachers and students independently. Second,

another important motivation for conducting the interviews arises out of the initial examination of the results of the teachers' and students' questionnaires. The analysis revealed that the reliability of two of the sub-scales (those relating to CLT methods and traditional methods) were very low. Inspection of the items making up the scales suggested that there might be some inconsistencies in the attitudes of the teachers and students towards these two methods. The interviews provided an opportunity to probe these attitudes in more detail.

4.5.5.2 Terminology

In the interviews with the students some of the terms used were slightly different from those used in the interviews with the teachers. This was done to avoid using terminology which the students might not have been familiar with. For example, in the interviews with teachers, the term 'working together' was used, while in the interviews with the students this term was replaced by 'working with partner'.

The terms used in the teachers' interview schedule were as follows:

1. *working together*

This technique involves students working together in pairs or groups.

2. *group work*

In this technique, the teacher divides the class into small groups of between three and eight members. The purpose is to increase each students' participation in the activities and to encourage them to work cooperatively and independently of the teacher. The teacher's role is to move from one group to another without intervention, taking notes regarding errors, and helping the students to complete the task. The language of communication could be in English or Arabic or both since it is not accuracy-oriented work.

3. *pair-work*

Pair-work involves two students helping each other in learning activities such as reading comprehension and controlled dialogue. This technique is also known as closed pair-work.

4. *open pair-work*

In open pair-work two students speak to each other in front of the class. This usually involves the students acting out a dialogue as a model to the rest of the class.

5. *student-student interaction*

This technique involves two students talking to each other in English while doing tasks such as information gap activities. Although it is similar to working together, it is mentioned here to show that it is different from teacher-student interaction.

6. *competition*

In competition students raise their hands to answer teachers' questions.

7. *memorization of grammar rules*

The teacher explains the grammar rules on the blackboard and asks students to write them down and memorize them.

8. *memorization of text*

Students memorize texts such as a short dialogue or a passage from the Workbook.

9. *jigsaw reading*

In jigsaw reading, the class is divided into pairs and the member of the pair reads different texts while answering the same questions. Then each student asks the other about his/her text by asking questions. Students are familiar with this technique since it is used in the text-book.

10. *working alone*

In this technique students are given a task to complete on their own. Each student has his/her own work-sheet to work on at his/her pace. The teacher moves around, observing and providing help if necessary.

All above activities are recommended by the Teacher's Book with the exception of numbers 6, 7 and 8 (memorization and competition). These activities are commonly observed, though, since they are encouraged by the teachers.

Although Arabic was used in the interviews with teachers and students, word for word translation of the above terms was avoided. An explanation of the terms was provided for both teachers and students. Some terms were used as they are in English with the teachers such as 'jigsaw reading', 'group work' and 'pair work' since the teachers are familiar with such terms. The Teacher's Book also provides definitions of these terms

and guidance on how to put them into practice. Teachers use the Teacher's Book to write notes for lesson preparation.

4.5.5.3 Students' interview schedule

The students' interview schedule contained ten questions, as indicated below. Questions 1 to 4 are concerned with the attitudes of the students towards different aspects of CLT.

1. *working together*

"Some students like learning English through doing tasks together, e.g. answering questions on reading comprehension, while others like learning it through doing tasks on their own. Which strategy do you prefer? Why?"

2. *use of English in classroom*

"Some teachers use English most of the time in the classroom while others use English and translate tasks into Arabic. Which strategy do you prefer?"

3. *listening to taped materials*

"Some students like learning English through listening to taped material. e.g. dialogues. Others like learning it through listening to the teacher. Which strategy do you prefer? Why?"

4. *student-student interaction*

"Some students like learning English through speaking to their partners while others like learning it through speaking to the teacher. Which strategy do you prefer? Why?"

Questions 5 to 10 are concerned with the attitudes of the students towards traditional methods.

5. *working alone*

"Do you work alone most of the time? Does your teacher encourage you to do so? Do your parents encourage you to do so?"

6. *memorization of texts*

"Some students like learning English through memorizing texts while others like learning it through only reading texts. Which strategy do you prefer?"

7. *memorization of grammar rules*

“Some students think that memorizing grammar rules is essential for learning English while others think that practice is more essential. What do you think? Does your teacher encourage you to memorize grammar rules?”

8. *error correction*

“Some teachers correct most mistakes. e.g. pronunciation, while others correct only some mistakes. Which technique do you prefer?”

9. *translation of vocabulary items in a list*

“Some teachers translate all vocabulary items into the L1 while others use translation as well as other techniques such as pictures, gestures, context and so on. Which technique does your teacher use? Which technique do you prefer?”

10. *competition*

“Some students like learning English through competing with their classmates while others like learning English individually without competition. Which strategy do you prefer? Why?”

4.5.5.4 Teachers' interview schedule

The interview schedule for the teachers contains ten questions. Questions 1 to 4 are similar to Questions 1 to 4 in the students' interview. They are intended to collect data regarding the teachers' attitudes towards CLT methods.

1. *working together*

“Some teachers think that working together is more effective while others think that working alone is less effective. What do you think? Why?”

2. *student-student interaction*

“Some teachers think that student-student interaction is less effective in teaching English while others think that teacher-student interaction is more effective. What do you think?”

3. *listening to taped materials*

“Some teachers think that taped materials are less effective in teaching English while others think that teachers' talk is more effective. What do you think?”

4. *use of English in the classroom*

“Some teachers use English most of the time while others use English and translate some tasks into Arabic. What do you think ?”

Questions 5 to 11 are also similar to the corresponding questions in the students’ interview. They are designed to provide data regarding the attitudes of the teachers towards traditional methods.

5. *working alone*

“Do you ask your students to tackle tasks alone? Why? How often?”

6. *memorization of texts*

“Some teachers think that memorizing some texts fosters language learning while others think that reading them only is more effective. What do you think?”

7. *memorization of grammar rules*

“Some teachers think that memorizing grammar rules is essential for language learning while others do not. What do you think?”

8. *error correction*

“Some teachers correct most mistakes while others correct only some of them. What do you think ?”

9. *translation of vocabulary items*

“Some teachers translate all vocabulary items into Arabic while others use translation as well as other techniques such as pictures, gestures and context. What do you think ?”

10. *competition*

“Some teachers think that competition is effective in teaching English while others do not. What do you think? Do you encourage your students to compete with each other?”

4.5.5.5 Administration of the interviews

The researcher asked the head-teachers of some of the boys’ preparatory schools in Qatar to provide him with a suitable place to hold the interviews with the required furniture such as chairs and tables. The schools chosen were the following:

1. Abo-Ayob Al-Ansari
2. Al-ahnaf Bin Qais
3. Tariq Bin Ziad

4. Abo-Obiedah
5. Al-Shahaniah
6. Al-Khor

For the student interviews, two students were interviewed together at each session. The interviews were conducted in Arabic and the responses were tape-recorded. The students were aged between 11 and 13 years old and pairs were taken from the same grade. Arabic was also used for the interviews with the teachers because the command of English of some of the teachers was not sufficient to enable them to express themselves adequately in English. Most of teachers were interviewed in pairs and a few of them were interviewed in groups of three. The interviewees were familiarized with the purpose of the interview at the beginning and they were assured that their names would not be revealed to anybody. Each session lasted for forty five minutes and the interviewees were thanked at the end of the interview for their co-operation and assistance.

4.6 Instrument validity

Instrument validity is one characteristic of good research. The method used in this study to enhance validity was to submit the instruments, along with the aims and research questions, to specialists in teaching English a foreign language. The specialists were Dr A. Abo Galalah (Inspector of English, Ministry of Education of Qatar), Dr M. Abdul Majeed (Lecturer at the University of Qatar), David Boydon (Lecturer in EFL at De Montfort University) and Dr Dan Robertson (Lecturer in TESOL/Applied Linguistics at Leicester University). In this section we list the changes which were suggested by these specialists. We consider first the students' questionnaire.

4.6.1 Students' questionnaire

Following feedback from the specialists, the following sub-scales were dropped from the original questionnaire.

1. Attitudes towards difficulties of learning English

There were 7 items in this scale, including the following:

- Family problems hinder learning English.
- Being a member of a sports club hinders revising English lessons.

2. Students' attitudes towards private tuition

There were 4 items in this scale, including the following:

- Private tuition helps learning English.
- Private tuition is of little benefit.

These two scales were dropped since they involve social variables which are only indirectly relevant to learning English. In this study the focus is on the direct factors that influence learning English such as the teacher and the text-book.

In the original questionnaire there was one sub-scale relating to motivation. This was entitled "Attitudes towards motivational intensity" and consisted of the following items:

- I assign sufficient time for revising English lessons.
- I read English stories whenever they are available to me.
- I take an English language course whenever I have a chance.
- I am keen on having high scores in English.

This scale was replaced by two separate scales intended to measure 'instrumental motivation' and 'integrative motivation' (see Appendix A). These two scales are more appropriate than the single "Attitudes towards motivational intensity" scale since they yield data about types of motivation behind learning English. There are also difficulties in measuring learners' perceptions of motivational intensity bearing in mind the low standard of many students in English. "Motivation" is a general term which involves a goal to be achieved, efforts made in this regard and feelings of satisfaction while working to achieve the goals (Gardner and MacIntyre, 1993:2). "Motivational intensity" is part of motivation and it is related to the degree of effort spent on achieving the goals.

4.6.2 Teachers' questionnaire

The following items were changed as a result of feedback from the specialist informants:

1. "Students are keen to take part in the English lessons".

This item was changed to Item 11 “students like learning English”. This is because a student may take part in a lesson because a teacher may nominate his/her to take part in a lesson.

2. “Students revise their lessons only short time before the exam”.

This was changed to Item 37 “Students are careless in learning English”. This is because the word ‘careless’ reflects a specific type of attitude (negative) and teachers may not be sure whether students revise their lessons shortly before the exam.

3. “Listening tasks are difficult for students to understand”.

This was changed to Item 34 “Listening tasks in the Work Book are difficult for students to do”. This is because Item 34 is more precise since teachers may explain the tasks for students but the exact problem is whether the students are able to do the tasks themselves.

Item 40 (“The reading texts in the English text-book are insufficient to develop students’ reading skills”) was added to the questionnaire as indicated above due to some problems with the existing text-books.

4.6.3 Head-teachers’ questionnaire

The pilot version of the questionnaire for head-teachers had a set of items designed to measure the head-teachers’ attitudes towards the students. These items were dropped from the questionnaire because many head-teachers are very remote figures of authority who have very little day-to-day contact with the students. In addition, some of the items in the pilot version of the questionnaire were replaced by others and they are listed here. The item “Teachers of English do the required administrative work” was replaced by Item 2 “Teachers of English are cooperative”. This change was made because it was felt that the replacement item was more clearly directed at the head-teachers’ emotions and feelings than the original item.

The item “Innovative teaching methods produce less proficient students in grammar” was changed to Item 10 “Innovative teaching methods produce less proficient English language learners”. This is because head-teachers are usually not interested in details of

language learning. That is, they may show their perceptions regarding students' general proficiency rather than their standard in grammar.

4.6.4 Classroom observation schedule

Before the observation schedule was used, feedback on the validity of this instrument was sought from the specialists mentioned above (Section 4.6). Following this feedback, some of the items in the checklist were dropped while others were modified. New items were also added to the checklist. The following are the items that were dropped:

- Off-task behaviour
- Comprehension of material
- Humour

These items were dropped because it was felt that they did not represent either positive or negative behaviour according to the principles of Communicative Language Teaching. That is, the items were general and could be applied to other teaching methods. Students may show off-task behaviour if there is a lack of discipline in the classroom regardless of the method used in the classroom. Similarly, reading comprehension cannot be taken to be particularly characteristic of CLT classrooms.

The following items were modified:

- Item 1 "Use of L1"
- Item 2 "Use of L2"

It was felt that these items should specify the purpose for which the L1/L2 was used, so these items were reworded as follows:

- Item 1 "Using L1 for giving instructions"
- Item 2 "Using L2 for explaining tasks"

An example of Item 1 would be "Open your book". Item 2 would apply, for example, where the teacher used the L2 to explain tasks in the Workbook. Although there is a problem that only two items are not likely to give a comprehensive picture of all uses of L1 and L2, the restriction in the two items helps the observer to focus on specific

aspects of use bearing in mind that there are other 24 items to be observed within limited time of the lesson.

4.6.5 Interviews

The interview questions, along with a statement of the aims and objectives of the study, were submitted to specialists in teaching English as a foreign language for their feedback. The team members were Dr Robertson, Dr Abo Galalah and David Boydon. As a result of the feedback on the students' interview schedule, all of the questions were reworded. For example, the following set of questions was included in the pilot version

“What do you think of working together? Why?”

The problem with these questions is that the wording suggests disapproval of working together. Therefore, this particular set of questions was rewritten as follows:

“Some students like learning English through doing tasks together e.g. answering questions on reading comprehension while others like learning it through doing tasks on their own. Which strategy do you prefer? Why?”

All of the questions in the teachers' interview schedule were reworded in the same way. For example, the item “What do you think of the teacher who uses English most of the time in classroom?” was modified to “Some teachers use English most of the time in the classroom while others use English and translate tasks into Arabic. What do you think?” This is because the first question is a leading one whereas the second set of questions are neutral.

One question was discarded since it made use of technical terminology from applied linguistics which the teachers could not all have been expected to be familiar with. The question discarded was as follows:

- What do you think of language teaching functions?

Teachers could have encountered difficulties with the term ‘function’.

4.7 Pilot study

Before administering the questionnaire to the full sample, a pilot study was conducted.

4.7.1 Students' questionnaire pilot study

Questionnaires were administered personally to 30 students covering the three different grades of preparatory school. The students complained that some items were not clear. Then the researcher made them clearer through giving examples. The revised items and the examples are as follows:

- Item 1 “The teacher of English should avoid encouraging students to exchange information in English (he should avoid asking students to speak English to each other).”
- Item 9 “The teacher of English should avoid organizing the class in pairs for co-operation (he should not ask students to sit close to each other).”
- Item 11 “My parents pay no attention to my work in English e.g. home-work.”
- Item 16 “I like the teacher of English to encourage us to be independent in learning English (e.g. he should allow us to work together and not rely on him all the time).”
- Item 24 “The teacher of English should avoid lecturing most of the time (he should avoid talking most of the time).”
- Item 26 “Learning English is important because it helps me to know the culture of English speaking people (their traditions for example).”

4.7.2 Teachers' questionnaire pilot study

The pilot version of the teachers' questionnaire was administered to ten English language teachers in Qatar. In response to the feedback, the following items were rewritten so as to make them clearer:

- Item 9 “The head-master is tactful.”

This was modified slightly to “The existing head-teacher is tactful”. This change was made to make it clear that the head-teacher referred to was the one in charge of the teachers' school.

- Item 27 “It is important to encourage students to memorize some English texts”

This was changed to “It is important to encourage students to memorize some English texts from the Work Book. A letter, for example”. This is because teachers usually ask

students to memorize composition texts from the Work Book in order to reproduce them in the exam.

A new item was added to the scale, namely Item 40: "The reading texts in the textbook are insufficient to develop students' reading skills". This was a suggestion from one of the teachers since he felt that the number of the expository texts in the textbook was not sufficient to develop the students' reading skills.

4.7.3 Head-teachers' questionnaire pilot study

The pilot version of the head-teachers' questionnaire was submitted to eight head-masters personally. They complained that there was a lack of definition of the term 'innovative teaching methods'. Therefore the researcher explained it verbally and in writing in the questionnaire used for the actual study (see Appendix C and Section 4.5.3.2 above).

4.7.4 Interview pilot study

Six male students and four male teachers were involved in the trial stage of the interview schedule. The primary purpose of this exercise was to make sure that the questions were clear for the participants. A tape-recorder was used to record the interviews, with the permission of the participants. The recordings show that all the questions were clear for the respondents.

4.8 Reliability

In addition to checks on the validity of the research instruments, it is important to establish the reliability of the instruments. Pilot studies of all three questionnaires, the classroom observation schedule and the interview schedules were conducted and reliability coefficients were calculated for all three instruments.

4.8.1 Students' questionnaire

In order to calculate the reliability of the scales in the students' questionnaire, the questionnaire was administered to a pilot sample of 173 male and female students. Cronbach's Alpha reliability coefficient was calculated for the eight scales in the questionnaire, with the following results:

Table 4.1: Reliability coefficients for the students' questionnaire

Scale	Cronbach's Alpha
Attitude towards English	0.70
Attitude towards the textbook	0.49
Attitudes towards communicative language teaching (CLT)	0.27
Instrumental motivation	0.48
Integrative motivation	0.48
Attitudes towards traditional methods	0.01
Attitudes towards parental encouragement	0.60
Attitudes towards the teacher of English	0.75

It is clear that there are two sub-scales with very low reliability coefficients, namely "Attitude towards CLT" and "Attitude towards traditional methods". As a result, the items for both scales were discarded from the data analysis. The low reliability is probably due to the fact that the items which make up these scales do not reflect the same underlying attitudinal dimension as perceived by students though in theory they are conceptually related. The items related to CLT methods are as follows:

- Item 1 "The teacher of English should avoid encouraging learners to exchange information in English (he should avoid asking students to speak English to each other)."
- Item 6 "I like the teacher of English to allow working in pairs."
- Item 9 "The teacher of English should avoid organizing the class in pairs for co-operation (he should not ask students to sit close to each other)."
- Item 13 "I like the teacher of English to encourage us to express ourselves in English."
- Item 16 "I like the teacher of English to encourage us to be independent in learning English, e.g. he should allow us to work together and not rely on him all the time."
- Item 35 "The teacher of English should avoid asking us to help each other in learning English."

A student for example, may like to work in pairs (Item 6), but at the same time he/she may not like to organize the class in pairs (Item 9).

The items related to traditional methods are as follows:

- Item 10 “I like the teacher of English to focus on grammar.”
- Item 20 “I like the teacher of English to translate all words into Arabic for us.”
- Item 24 “The teacher of English should avoid lecturing most of the time (he should avoid talking most of the time).”
- Item 27 “The teacher of English should avoid correcting all my errors when I speak English.”
- Item 30 “The teacher of English should encourage us to memorize some texts from the Workbook, a letter for example.”

The items are conceptually related. However, it seems that individual students are inconsistent in their attitudes to the traditional methods. For example, a student may like memorization of texts (Item 30) while at the same time not liking lecturing (Item 24). Students are also probably inconsistent in their attitudes to both methods. For example, a student may like to express himself in English but he may also like to have his errors corrected when speaking English. This supports the claim that the concept of method in theory is different from that in practice.

4.8.2 Teachers' questionnaire

Questionnaires were administered in a pilot study to 60 male and female English language teachers. The value of Cronbach's Alpha coefficient was calculated for the sub-scales, and the results were as follows:

Table 4.2: Reliability coefficients for the teachers' questionnaire

Scale	Cronbach's Alpha
Attitude towards traditional methods	0.09
Attitude towards CLT methods	0.09
Attitude towards students	0.42
Attitude towards the profession	0.58
Attitude towards the English textbooks	0.53
Attitude towards in-service teacher training	0.79
Attitude towards head-teachers	0.77
Attitude towards Inspectors of English	0.72
Attitude towards the difficulties of using	0.74

innovative teaching methods	
Attitude towards training needs	0.87

As with the students' questionnaire, the reliability of the sub-scales related to CLT and traditional methods are very low. As a result, both scales were excluded from the data analysis. It is likely that the reasons for the low reliability of these scales in the teachers' questionnaire are similar to the reasons we have suggested for the low reliability of the same scales in the students' questionnaire. This also may indicate that there is a mismatch between theory and what is going on in the classroom. This suggestion is supported by Nunn (1996:419):

The concept of method is no longer considered to be a fruitful area of research. Research that has tried to compare methods has "failed" because the named methods were different from the methods actually enacted in classrooms.

4.8.3 Head-teachers' questionnaire

Questionnaires were administered equally to 30 head-teachers. The reliability coefficient of the scales were computed and the results were as follows:

Table 4.3: Reliability of head-teachers' questionnaire

Scale	Cronbach's Alpha
Attitude towards teachers of English	0.78
Attitude towards innovative teaching methods	0.55
Attitude towards parents	0.13
Attitude towards the difficulties of using innovative teaching methods	0.69

The sub-scale related to attitudes to parents has very low reliability, so it was excluded from the data analysis. The items are as follows:

- Item 3 "Parents co-operate with the school administration regarding the children's English language problems."
- Item 6 "Parents are careless regarding their children's performance in English."
- Item 9 "Parents show anxiety when their children's performance is not satisfactory."
- Item 12 "Parents pay no attention to the children's homework."

It seems that the low reliability is due to the fact that the individual head-teachers are inconsistent in their attitudes towards parents. For example, they may perceive parents' cooperation with school negatively since a few Qatari parents only attend the annual meeting of parents with the school administration. However, the head-teachers may perceive parents as caring regarding their children's performance in English since they provide their children with private tuition. Another reason for the low reliability is probably the inconsistent interpretation of the term 'parent'. Qatari mothers usually take care of their children's education and many fathers count on mothers to take this responsibility. It's possible that the low reliability of this scale derives from lack of consensus among the respondents regarding who is responsible for looking after the children.

4.8.4 The reliability of the observation schedule

As we have indicated, the observation schedule took the form of a checklist, with a list of 25 behaviours. The observer was required to indicate whether the behaviour occurred, did not occur, or was not applicable. These judgements were recorded on the checklist as 'Y' ('Yes'), 'N' ('No') or 'NA' ('Not Applicable'). The criterion for deciding that a particular behaviour occurred during a lesson was that it should have occurred most of the time, i.e. it was the predominant mode of behaviour during the lesson. It has to be acknowledged that this criterion is imprecise, since the phrases 'most of the time' and 'predominant mode of behaviour' allow considerable latitude for subjective judgement in their interpretation.

In order to examine the reliability of the observation checklist the researcher arranged a schedule of classroom observation sessions for himself and two colleagues from the English Inspectorate. Eight visits were paid to different teachers and all three inspectors used the observation schedule at each visit independently. The inspectors were informed on how to record the behaviour. The first two visits were treated as trials and the inspectors showed good understanding of the procedure of recording. The inspectors did not need any additional training since they are experienced and familiar with CLT methodology. The actual visits took place in different schools and all three inspectors visited the same classrooms at the same time. The checklists were then collected and the total number of behaviours on which all three observers agreed (512) was divided by

the total number of observations. The total number of observations is the product of the number of visits (8), the number of observers (3) and the number of behaviours on the schedule (26), i.e. $8 \times 3 \times 26 = 624$. The percentage of behaviours on which all three observers agreed was therefore $512 \div 624 \times 100 = 82.05$. The estimated reliability of the observation schedule is therefore 82 per cent.

Thus although there may be some doubt about the inherent reliability of the instrument, it is shown to be reasonably reliable in practice. It is likely that the high level of agreement among the judges was achieved because the three judges shared a considerable amount of experience in making exactly the kind of judgements which the observation schedule requires, and this shared experience is reflected in a high level of agreement among the judges in their interpretation of the schedule. Another relevant point is that the observations from which the data were derived were all carried out by the same observer (the researcher), and it is reasonable to suppose that his interpretation of the observation criteria were consistent. Thus, although we should be cautious in making any generalisations on the basis of the results of this schedule, there are grounds for believing that the results are reasonably reliable.

4.8.5 Interviews

The reliability of the interview schedules was established as part of the interview pilot study. As we have indicated, the interviewer asked questions and if the respondents showed any misunderstanding or appeared confused, the interviewer paraphrased the question and gave extra details until it became clearer for them.

4.9 Population and sample selection

In this study, sampling was used for the teachers' and students' questionnaires, the interviews and the classroom observation. Sampling was not used for the head-teachers' questionnaire because of the small size of the population; the head-teachers' questionnaire was administered to the whole population.

4.9.1 Student sample

The population of students can be defined as follows. All students of preparatory schools in Doha (the capital of Qatar) and in the outer-city. There were 15,664 students

in Doha and 846 in the outer-city in the school year 1997/8 according to the educational statistics for this year (Ministry of Education of Qatar, 1998). Due to the great number of Doha students (those in the inner-city) as compared to the number of students in the outer-city (a ratio of 18:1), it was decided to sample 2% of the population of Doha students and 36% of the population of outer city students. The sizes of the samples were 312 and 306 respectively. This was done so as to facilitate a comparison between the inner-city and outer-city students.

Twelve schools (six girls' and six boys' schools) were selected randomly from a list of all 55 preparatory schools in Qatar. The classes within the schools were also selected randomly and all students in a particular class were included in the sample. Table 4.4 below shows the selected schools and their locations.

Six hundred and eighty four questionnaires were administered to male and female students attending the schools listed below :

Table 4.4: Selected boy and girl preparatory schools

Number	School	Location
1	Iben Khaldoon Boys' School	Inner-city
2	Al-Ahnaf Binqais Boys' School	Inner-city
3	Abo Obiedah Bin Al-Jarah Boys' School	Inner-city
4	Tariq Bin Ziad Boys' School	Inner-city
5	Al-Khor Boys' School	Outer-city
6	Al-Shahania Boys' School	Outer-city
7	Sumaia Girls' School	Inner-city
8	Al-Sad Girls' School	Inner-city
9	Al-Tawon Girls' School	Inner-city
10	Al-Rayan Al-Jadeed Girls' School	Inner-city
11	Al-Khor Girls' School	Outer-city
12	Al-Shahania Girls' School	Outer-city

After two follow-up requests for return of the questionnaires, 587 completed questionnaires were returned. This represents a return rate of 86%.

Table 4.5 shows the distribution of the sample for the student questionnaire, categorized by location of school, sex and grade.

Table 4.5: Students' questionnaire sample according to sex, grade and location of school

Location	Sex	Grade			Total
		One	Two	Three	
Inner-city	Male	56	46	54	156
	Female	51	51	48	150
	Total	107	97	102	306
Outer-city	Male	45	47	50	142
	Female	51	38	50	139
	Total	96	85	100	281
Total		199	177	200	587

The table also shows that the sample is evenly distributed according to sex, grades and location of school. This helps to make a comparison between these variables.

4.9.2 Teacher sample

The population from which the teachers were selected for the teachers' questionnaire is all the male and female teachers of English at preparatory schools in Qatar. In 1997 when the survey was carried out there were 210 English language teachers (Ministry of Education 1997:160). 98 of them were male and 112 were female. A decision was taken to select randomly 30% of the population of teachers. This gave a sample size of approximately 60. Bearing in mind that some questionnaires were likely to be lost during collection and to be incomplete, 90 questionnaires were administered to the teachers. After two follow up requests, 66 were returned. This represents a return rate of 73%. Six questionnaires were then discarded because they were more than the required sample.

Table 4.6: Distribution of English language teachers according to sex

Male teachers	Female teachers	Total
36	30	66

4.9.3 Head-teacher population

According to the Ministry of Education of Qatar (1998:14-17) there were 37 head-teachers (male and female) of preparatory schools in Qatar in the school year 1997/8, 17 male and 20 female. Due to the small size of the population, a decision was taken to involve all of them in the study.

Thirty seven questionnaires were administered to the head-teachers and after two follow-up requests 32 completed questionnaires were returned. This represents a return rate of 86%. Table 4.7 shows the distribution of questionnaires returned, by sex of the head-teacher.

Table 4.7: Distribution of males and females in head-teacher population

Male	Female	Total
15	17	32

4.9.4 Sample of English teachers observed in classroom

Eighteen male English language teachers were randomly selected from the boys' schools involved in the research. The names of all the teachers were listed, along with their serial numbers. Then a random number table was used to select a random sample of teachers from the list. Female teachers were not involved in the observation exercise, because of the segregation of education in Qatar.

4.9.5 Interviewee sample

32 male students were selected randomly from the three grades of preparatory schools involved in the research, 20 from the inner-city and 12 from the outer-city. All the interviewees are males. Female students were not included in the sample of interviewees because of the segregation of education in Qatar. As for teachers of English, 20 male teachers were selected randomly from a list of male teachers at Doha preparatory schools. Female teachers were not included.

4.9.6 Generalizability

Generalizability refers to whether the results of a study can be generalized beyond a specific sample of respondents and a particular context (Bogdan and Biklen, 1992:44).

One of the main threats to generalizability is a lack of representativeness. That is, a selected sample may not represent the population. Gay (1990:114) states that if a sample is too small, it may affect the generalizability of the research. Generalizability is also affected by the context of the research (Gay, 1990:268); the more the environment is controlled such as in a laboratory, the less easily the results can be generalized to natural settings (Gay, 1990:264). Similarly, generalizability is affected by a failure to define the dependent variable correctly. For example, defining achievement in geometry in terms of the ability to memorize definitions would constitute a threat to generalizability if achievement in geometry is generally thought of in terms of the ability to solve problems (Gay, 1990:272).

In this study we could say that the findings may be generalized to the population from which the sample was selected. This is due to the fact that the sample of teachers, students and head teachers is large enough to represent the whole population in Qatar preparatory schools (see sections 4.9.1, 4.9.2 and 4.9.3). This population, however, is not representative of all countries although it may be representative of populations in similar contexts in Arab and Islamic countries which share a similar culture. This culture affects the social, educational and other systems of the society. We have already discussed ways in which the cultural context affects the expectations of teachers and students regarding effective learning and teaching (chapter 3, sections 3.3.1 and 3.3.2). We have also seen, with examples from Pakistan, Morocco, Egypt and Qatar, how the Islamic cultural context affects the culture of teaching and learning in the classroom (see sections 3.3.1.3, 3.3.2.1 and 3.4). These examples indicate that the cultures of learning and teaching are similar in these countries.

4.10 Summary

The focus of this study is the English language classroom in Qatar and its socio-cultural context. Bearing this in mind, the research questions (see section 4.2) required the adoption of an eclectic methodology. Three methods of data collection were used: questionnaires, interviews and a classroom observation schedule. The purpose of the questionnaires was to collect biographical and attitudinal data towards the teaching and learning of English from the teachers, students and head-teachers. Due to single sex education in Qatar and the difficulty of gaining access to girl schools by a male

researcher, questionnaires were regarded as the most appropriate method of collecting data from female teachers, students and head-teachers. Two subordinate instruments were used, namely interviews and an observation checklist. These instruments were used to validate the data yielded by the questionnaires. The focus of interest in the comparison of the data from the different instruments was whether there was a mismatch between theory and practice. The results of the questionnaires will be presented in Chapter 5 and the results of the interviews and the observation schedules will be presented in Chapter 6.

CHAPTER FIVE

Quantitative Data Analysis

5.1 Introduction

This chapter presents an analysis of three questionnaires which were designed to measure the attitudes of students, English language teachers and head-teachers to English language teaching in Qatar. All three questionnaires are concerned with attitudes towards the teaching of English, but the questionnaires were designed to measure a number of different dimensions of these attitudes. Several Likert-type scales were constructed for this purpose. Some of these scales were used in more than one questionnaire. A scale measuring attitudes to text books, for example, was employed in the questionnaire for teachers and in the questionnaire for students. Similarly, a scale measuring attitudes towards the difficulty of using innovative methods was used in the questionnaires for teachers and head-teachers. This makes it possible to compare attitudes towards the same thing from more than one perspective in order to have a clear picture of the situation.

As indicated above, the aim of the analysis was to investigate attitudes towards the teaching and learning of English as a foreign language. This aim is related to the research problems mentioned in the introductory chapter. To be more specific, it is acknowledged that there is a mismatch between theory and practice in the ELT situation in Qatar since some teachers have shown resistance to the implementation of the officially promoted teaching method, Communicative Language Teaching (CLT). There is also a general perception, based on the observation of educationalists in Qatar that standards of attainment in English are lower than they should be, and may be declining.

Although there are many variables involved in this investigation, we suggest that attitudinal variables are among the most important. In this study, the following attitudes of students are investigated: attitudes towards the English language, teachers of English, parental encouragement of pupils in learning English and the English language textbooks. We also investigate the instrumental and integrative motivation of the students (see Appendix A). The following attitudes of teachers are investigated: attitudes towards the students, the teaching profession, the English language textbooks, in-service teacher training, head-teachers, the English language inspectorate, the difficulties of teaching innovative methods and teacher training needs (see Appendix B). The following attitudes of head-teachers are investigated: attitudes towards teachers of English, innovative teaching methods, parents, and the difficulties of using innovative teaching methods (see Appendix C). The questionnaires were also designed to collect information about independent variables such as the sex of the students and teachers, the teacher's qualifications and the location of school. Details of the hypothesised relationships between the two types of variables are discussed below.

5.2 Method of data analysis

The participants' responses were assigned value points ranging from 5 for the options 'Strongly agree' or 'Definitely true' to 1 for 'Strongly disagree' or 'Definitely untrue'. Therefore the higher the score the more positive the attitude which is being measured. The 'Neutral' score is assigned three. A score of less than three reflects a negative attitude.

The statistical tests used in this study are the t-test, one-way and two-way analysis of variance (ANOVA) and the Tukey post-hoc test for the comparison of means. T-tests were used to determine the level of significance of differences between the mean attitude ratings of two groups. One-way ANOVA was used to assess the significance of differences among group means where the independent variable defined more than two groups, for example, qualifications (Master Degree, Bachelor of Arts and Diploma). Two-way ANOVA was used for the same purpose but where there were two independent variables. The Tukey test was used to determine the source of effects revealed by the ANOVA tests.

5.3 Results from the students' questionnaire

In this section we present the results relating to the effect of sex, parents' qualifications, location of school and nationality on the attitudes of the students.

5.3.1 The effect of sex on the attitudes of students to learning English

Table 5.1 shows the mean scores of the students, broken down by the sex of the student, on the six scales in the student questionnaire. The table also shows the results of t-tests which were carried out to assess the significance of differences between the attitudes of the male and female students.

Table 5.1: The effect of sex on the attitudes of students to learning English

Scale	Sex	N	Mean	SD	t	p
English language	Male	298	4.24	0.72	1.543	0.123
	Female	289	4.34	0.90		
English teacher	Male	298	3.88	0.96	2.256	0.024*
	Female	289	4.07	1.04		
Parental Encouragement	Male	298	4.15	0.80	0.033	0.974
	Female	289	4.15	0.89		
Text-book	Male	298	3.54	0.81	1.473	0.141
	Female	289	3.64	0.88		
Instrumental Motivation	Male	298	4.08	0.66	0.761	0.447
	Female	289	4.04	0.73		
Integrative Motivation	Male	298	4.07	0.69	3.603	0.000***
	Female	289	4.28	0.73		

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

We note first that the mean scores of both male and female students on all scales is higher than the mid point of the scale (i.e. 3), indicating that, in general, both groups have positive attitudes. The results of the t-tests show that there are two significant effects due to sex. These results show that the female students have more positive attitudes towards their English teachers and they have higher levels of integrative motivation than the male students.

5.3.2 The effect of parents' qualifications on students' attitudes

Table 5.2 shows the mean scores of all students (male and female) according to the father's level of education. The number of students whose father has a university level

of education is nearly four times the number of students whose father is illiterate. The table also shows that all groups have positive attitudes on all six scales.

Table 5.2: Mean attitude scores by father's level of education

Qualification		English language	English teacher	Parental encouragement	Text-book	Instrumental motivation	Integrative motivation
Illiterate (n = 66)	Mean	4.1705	3.9091	3.6856	3.4886	3.7758	3.9735
	SD	0.8345	1.0064	0.7934	0.6981	0.6735	0.6462
Literate (n = 69)	Mean	4.3080	4.0870	3.9275	3.5616	4.0116	4.1087
	SD	0.7790	0.8648	0.8902	0.8936	0.7169	0.6424
Primary (n = 70)	Mean	3.8607	3.4321	3.7893	3.1786	3.7686	3.8036
	SD	1.1063	1.2438	0.9055	0.9229	0.7252	0.8447
Preparatory (n = 68)	Mean	4.1838	3.9743	3.9779	3.5221	4.0265	4.0735
	SD	0.8042	0.9572	0.9332	0.8690	0.8162	0.6925
Secondary (n = 86)	Mean	4.2529	3.9128	4.1628	3.4884	4.0535	4.1395
	SD	0.8441	1.0633	0.8443	0.9306	0.5718	0.8158
University (n = 225)	Mean	4.5033	4.1500	4.5078	3.7989	4.2809	4.4133
	SD	0.6180	0.8970	0.6252	0.7352	0.6089	0.5978

An interesting point in Table 5.2 above is that the group with the lowest mean score on all scales (except for Parental Encouragement, where the Illiterate group have the lowest mean score) is the Primary group, not, as one might have expected, the Illiterate group.

In order to test whether the father's level of education had a significant effect on the attitudes of the students, one way ANOVAs were conducted on the means for the six scales, with father's level of education as the independent variable. The results are shown in Table 5.3. In every case, the F ratio is highly significant.

Table 5.3: The effect of father's level of education on students' attitudes

Variable	SS	Df	MS	F	Sig.
English language	24.989	5	4.998	8.014	.000***
English teacher	29.003	5	5.801	5.975	.000***
Parental encouragement	57.582	5	11.516	18.600	.000***
Text-book	23.578	5	4.716	6.988	.000***
Instrumental motivation	22.465	5	4.493	10.137	.000***
Integrative motivation	26.230	5	5.246	11.098	.000***

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

In order to interpret these results, we take each scale in turn. We use a bar chart to show the mean attitude scores for each group and we use the Tukey post-hoc test to determine the source of the effects. Fig. 5.1 shows the mean attitude scores on the "Attitude to the

English language” scale for each group, according to the father’s level of qualifications. Table 5.4 shows the results of the Tukey test for these means.

Fig. 5.1: Mean attitude scores on the “Attitude to the English language” scale, by father’s level of qualifications

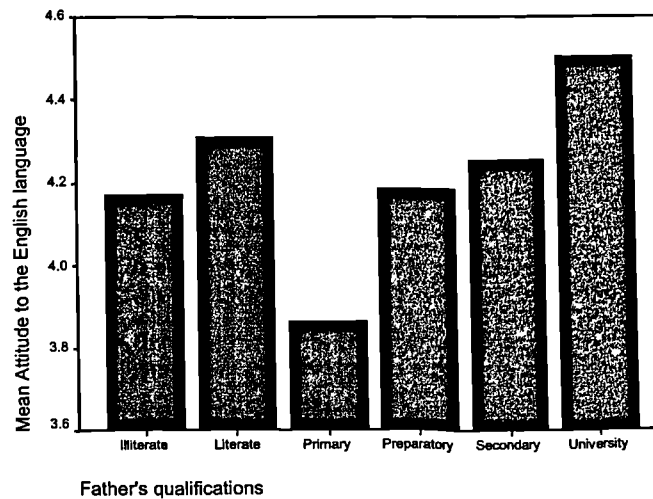


Table 5.4: Differences between mean scores on “Attitude to English language” scale, by father’s level of education

	Literate	Primary	Preparatory	Secondary	University
Illiterate	0.1375	0.3097	0.0134	0.0824	0.3329*
Literate		0.4473*	0.1241	0.0551	0.1954
Primary			0.3231	0.3922*	0.6426***
Preparatory				0.0691	0.3195*
Secondary					0.2504

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The following comparisons are statistically significant: Illiterate vs University, Literate vs Primary, Primary vs Secondary, Primary vs University and Preparatory vs University. It is clear that the effect is largely due to the sizeable difference between the means of the Primary and University groups. It is not surprising that the University group should have a markedly more positive attitude to the English language than the other groups, but, contrary to what one might expect, the group with the least positive attitude is the Primary group, whose fathers have some education, and not the Illiterate group, whose fathers have little or no education.

We consider now the scale of attitudes towards the English teacher. Figure 5.2 shows the mean scores, and Table 5.5 shows the results of the Tukey test.

Fig. 5.2: Mean attitude scores on “Attitudes to the English teacher” scale, by father’s level of qualifications

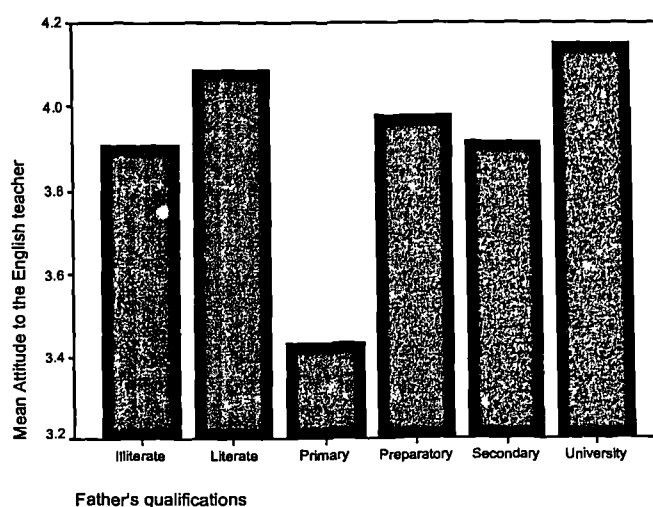


Table 5.5: Differences between mean scores on “Attitude to the English teacher” scale, by father’s level of education

	Literate	Primary	Preparatory	Secondary	University
Illiterate	0.1779	0.4769	0.0652	0.0037	0.2409
Literate		0.6548**	0.1127	0.1742	0.0630
Primary			0.5421*	0.4806*	0.7179***
Preparatory				0.0615	0.1757
Secondary					0.2372

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The significant comparisons are the following: Primary vs Literate, Primary vs Preparatory, Primary vs Secondary and Primary vs University. Here again, we see that the effect is due to the attitude of the Primary group being markedly less positive than the attitudes of the other groups.

We consider now the “Attitudes towards parental encouragement” scale. Fig 5.3 shows the mean scores on this scale, and Table 5.6 shows the pairwise comparisons.

Fig. 5.3: Mean scores on “Attitudes to parental encouragement” scale, by father’s level of qualifications

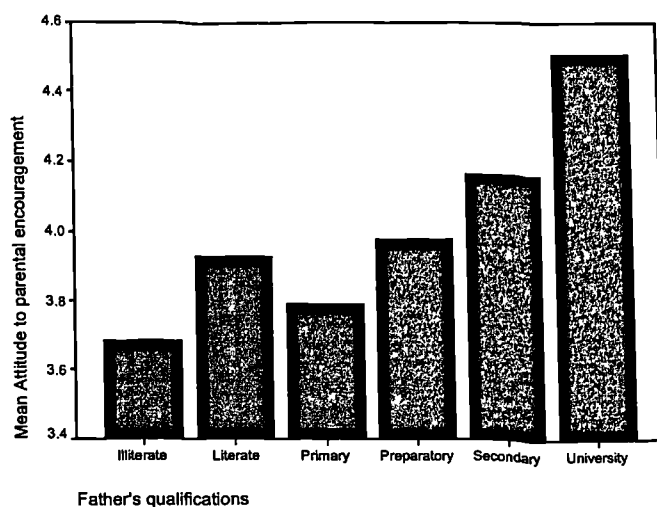


Table 5.6: Differences between mean scores on “Attitude to parental encouragement” scale, by father’s level of education

	Literate	Primary	Preparatory	Secondary	University
Illiterate	0.2419	0.1037	0.2923	0.4772**	0.8222***
Literate		0.1283	0.0504	0.2353	0.5802***
Primary			0.1887	0.3735*	0.7185***
Preparatory				0.1848	0.5298***
Secondary					0.3450**

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The significant comparisons for this scale are the following: Illiterate vs Secondary, Illiterate vs University, Literate vs University, Primary vs Secondary, Primary vs University, Preparatory vs University and Secondary vs University. The effect is primarily due to the markedly more positive attitude of the University group compared to the others. In contrast to the previous two scales, where the least positive attitude was shown by the Primary group, we note that for this scale the least positive attitude is shown by the Illiterate group, which is more in line with expectations.

We consider now the results for the “Attitude to the textbook” scale. Fig 5.4 shows the mean scores and Table 5.7 shows the results of the Tukey test.

Fig. 5.4: Mean scores on “Attitudes to the textbook” scale, by father’s level of qualifications

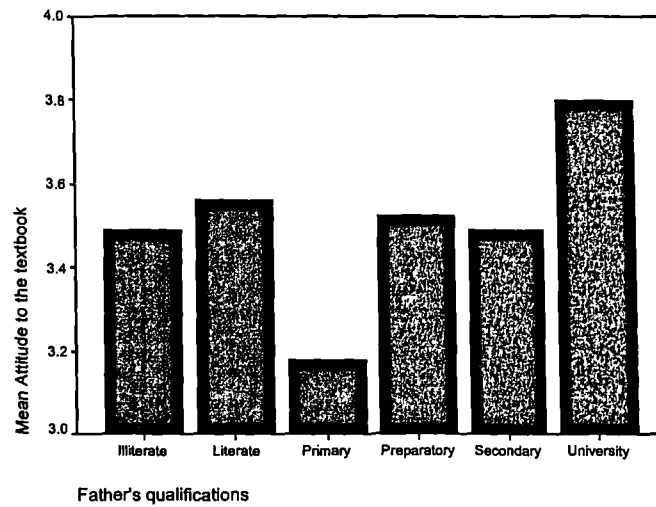


Table 5.7: Differences between mean scores on “Attitude to the textbook” scale, by father’s level of education

	Literate	Primary	Preparatory	Secondary	University
Illiterate	0.0730	0.3101	0.0334	0.0264	0.3103
Literate		0.3830	0.0395	0.0732	0.2373
Primary			0.3435	0.3098	0.6203***
Preparatory				0.0337	0.2768
Secondary					0.3105*

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Here again, we note that the effect is due to the relatively unfavourable attitude of the Primary group and the relatively favourable attitude of the University group. The significance comparisons for this scale are the following: Primary vs University and Secondary vs University.

We consider now the scale for “Instrumental motivation”. The group means are shown in Fig 5.5 and the results of the Tukey test are shown in Table 5.8.

Fig. 5.5: Mean scores on “Instrumental motivation” scale, by father’s level of qualifications

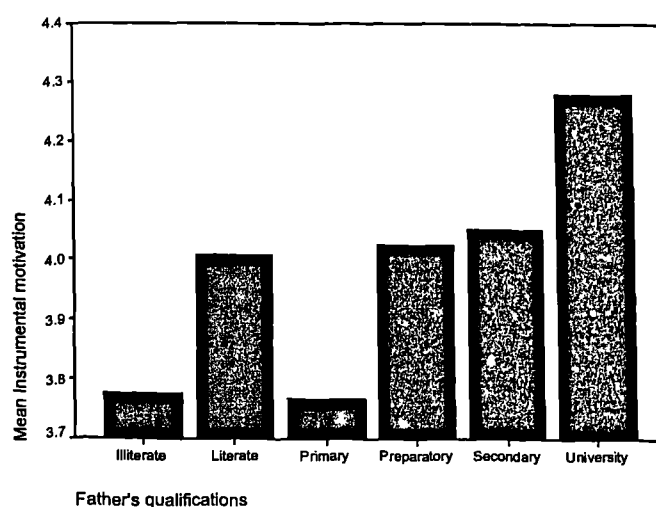


Table 5.8: Differences between mean scores on “Instrumental motivation” scale, by father’s level of education

	Literate	Primary	Preparatory	Secondary	University
Illiterate	0.2358	0.0072	0.2507	0.2777	0.5051***
Literate		0.2430	0.0149	0.0419	0.2693*
Primary			0.2579	0.2849	0.5123***
Preparatory				0.0270	0.2544
Secondary					0.2274

$p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The significant comparisons for this scale are as follows: Illiterate vs University, Literate vs University and Primary vs University. The effect is due to the relatively unfavourable attitudes of the Illiterate and Primary groups, and the relatively positive attitudes of the University group. Here again we note that the Primary group have less positive attitudes than the Illiterate and Literate groups, contrary to expectations.

Finally we consider the results for the Integrative motivation scale. The mean scores are shown in Fig 5.6 and the results of the Tukey test are shown in Table 5.9.

Fig. 5.6: Mean scores on “Integrative motivation” scale, by father’s level of education

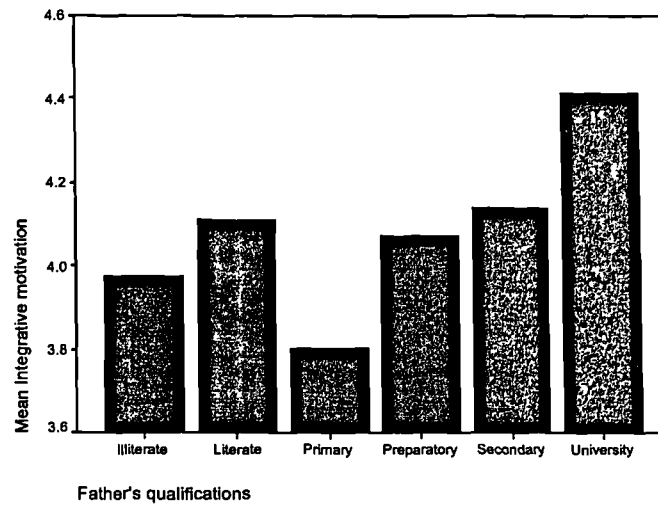


Table 5.9: Differences between mean scores on “Integrative motivation” scale, by father’s level of education

	Literate	Primary	Preparatory	Secondary	University
Illiterate	0.1352	0.1699	0.1000	0.1660	0.4399***
Literate		0.3051	0.0352	0.0308	0.3046*
Primary			0.2700	0.3360*	0.6098***
Preparatory				0.0660	0.3398
Secondary					0.2738*

$p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The significant comparisons for this scale are as follows: Illiterate vs University, Literate vs University, Primary vs Secondary, Primary vs University and Secondary vs University. The familiar pattern of low Primary and Illiterate scores and a high University score is repeated.

Summing up the results for the effect of the father’s level of qualifications on the attitudes of the students, we can say that for most of the scales, the group with the least positive attitudes is the Primary group, and for all of the scales the group with the most positive attitudes is the University group. The results are consistent with the generalisation that the better educated the father, the more positive the attitudes of the student, with the notable exception that the students whose fathers have a Primary level of education have the least positive attitudes of all, contrary to expectations.

We now consider the effect of the mother's level of education on the attitudes of the students. Table 5.10 shows the mean scores of attitudes according to the mother's level of education on the six scales in the questionnaire.

Table 5.10: Mean attitude scores by mother's level of education

Mother's qualification		English language	English teacher	Parental encouragement	Text-book	Instrumental motivation	Integrative motivation
Illiterate (n = 124)	Mean	4.0222	3.8185	3.7460	3.4315	3.8597	3.9133
	SD	0.9601	1.0488	0.9316	0.8808	0.7267	0.6725
Literate (n = 54)	Mean	3.9954	3.7824	3.9259	3.5665	3.8444	4.0139
	SD	0.9001	1.1646	0.8804	0.8736	0.6726	0.7340
Primary (n = 78)	Mean	4.2019	3.8718	4.1154	3.4519	3.9410	3.9712
	SD	0.8773	1.1047	0.7747	0.9135	0.7393	0.8900
Preparatory (n = 63)	Mean	4.3452	4.1230	4.1587	3.5159	4.1841	4.2024
	SD	0.7821	0.8589	0.7871	0.9146	0.5307	0.7762
Secondary (n = 106)	Mean	4.4976	4.1486	4.3489	3.6604	4.1283	4.3868
	SD	0.6187	0.9192	0.7501	0.7584	0.7033	0.5958
University (n = 162)	Mean	4.4846	4.0386	4.4074	3.8256	4.2605	4.3704
	SD	0.6562	0.9525	0.7518	0.7309	0.6422	0.6023

As Table 5.10 shows, there is a high proportion of mothers in the Illiterate group (n = 124, which is 21 per cent of the total 587), although the group whose mothers have University level qualifications is the largest, with 162 students (27 per cent). A comparison between Tables 5.2 and 5.10 shows that there are nearly twice as many children with illiterate mothers (124) as there are children with illiterate fathers (66) or 11 per cent. This is not uncommon since most of the illiterate mother group come from the outer-city. According to the old traditions, women's role is restricted to taking care of the children and her husband. This role has started to change in recent years since many women continue their studies and many of them work in the government sector as teachers. However, in the outer-city, many women do not continue their study and prefer to be a housewife to work.

One-way ANOVAs were carried out to test the hypothesis that the mother's level of education has an effect on the student's attitudes. Table 5.11 shows the results.

Table 5.11: The effect of mother's level of education on attitudes

Variable	SS	Df	MS	F	Sig.
English language	25.080	5	5.016	8.028	.000***
English teacher	11.098	5	2.220	2.217	.051

Parental encouragement	37.981	5	7.596	11.538	.000***
Text-book	17.406	5	3.481	5.077	.000***
Instrumental motivation	16.561	5	3.312	7.212	.000***
Integrative motivation	24.118	5	4.824	10.073	.000***

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

There are highly significant effects for all scales except for the “Attitude to the English teacher” scale, where the effect is not significant. As for the effect of the mother’s level of qualifications, we use bar charts and Tukey tests to interpret these results.

We consider first the “Attitude to the English language” scale. Fig 5.7 shows the mean scores and Table 5.12 shows the results of the Tukey test.

Fig. 5.7: Mean scores on the “Attitude to the English language” scale, by mother’s level of qualifications

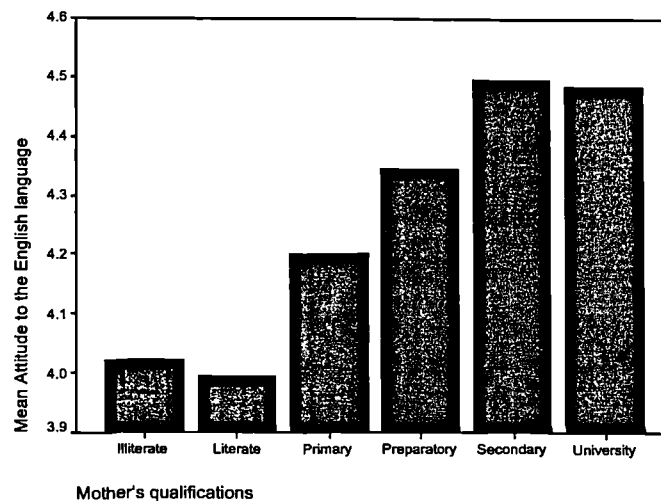


Table 5.12: Differences between mean scores on “Attitude to the English language” scale, by mother’s level of education

	Literate	Primary	Preparator y	Secondary	University
Illiterate	0.0268	0.1797	0.3231	0.4755***	0.4624***
Literate		0.2066	0.3499	0.5023**	0.4892**
Primary			0.1433	0.2958	0.2826
Preparatory				0.1524	0.1393
Secondary					0.0131

$p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The significant comparisons for this scale are as follows: Illiterate vs Secondary, Illiterate vs University, Literate vs Secondary and Literate vs University. These results

conform to the expected trend that the higher the level of the mother's qualifications, the more positive is the attitude of the student to the English language.

The omnibus F test for the "Attitude to the English teacher" scale is not statistically significant, so we consider now the "Attitude to parental encouragement" scale. Fig 5.8 shows the means for this scale and Table 5.13 shows the results of the Tukey test.

Fig. 5.8: Mean scores for the "Attitude to parental encouragement" scale, by mother's level of qualifications

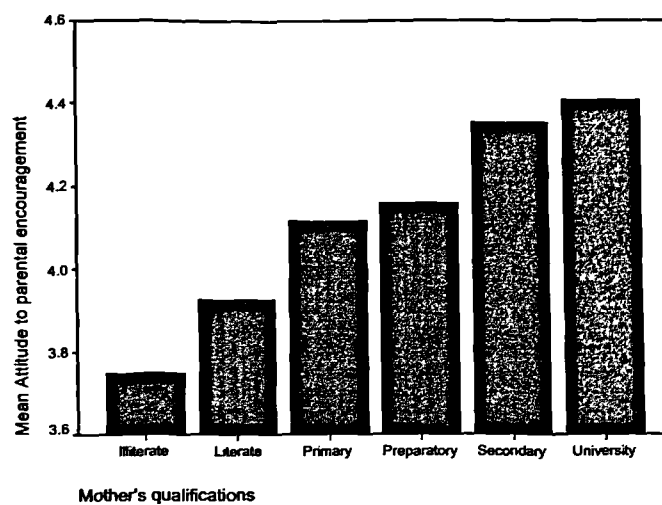


Table 5.13: Differences between mean scores on "Attitude to parental encouragement" scale, by mother's level of education

	Literate	Primary	Preparatory	Secondary	University
Illiterate	0.1800	0.3694	0.4128*	0.6031***	0.6614***
Literate		0.1894	0.2328	0.4231*	0.4815**
Primary			0.0433	0.2337	0.2920
Preparatory				0.1903	0.2487
Secondary					0.0583

$p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The significant comparisons here are: Illiterate vs Preparatory, Illiterate vs Secondary, Illiterate vs University, Literate vs Secondary and Literate vs University. The results conform without exception to the expected generalization that the more highly qualified the mother, the more the student will show a positive attitude.

We consider now the attitudes to the textbook. Fig. 5.9 shows the means and Table 5.14 shows the results of the Tukey test.

Fig. 5.9: Mean scores on the “Attitudes to the textbook” scale, by mother’s level of qualifications

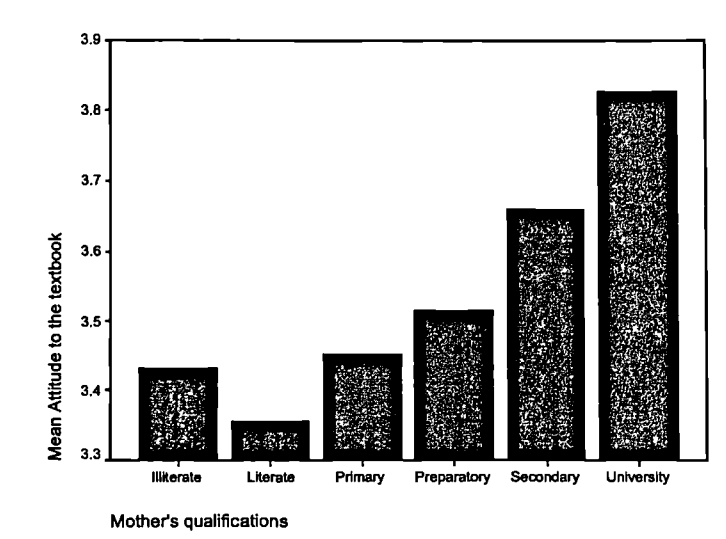


Table 5.14: Differences between mean scores on “Attitude to the textbook” scale, by mother’s level of education

	Literate	Primary	Preparatory	Secondary	University
Illiterate	0.0750	0.0205	0.0844	0.2289	0.3942**
Literate		0.0954	0.1594	0.3039	0.4691**
Primary			0.0639	0.2084	0.3737*
Preparatory				0.1445	0.3097
Secondary					0.1652

$p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The significant comparisons here are: Illiterate vs University, Literate vs University and Primary vs University. The group with the least positive attitude is, unusually, the Literate group.

We consider now the results for the “Instrumental motivation” scale. Fig 5.10 shows the group means and Table 5.15 shows the results of the Tukey test.

Fig. 5.10: Mean scores on the “Instrumental motivation” scale, by mother’s level of qualifications

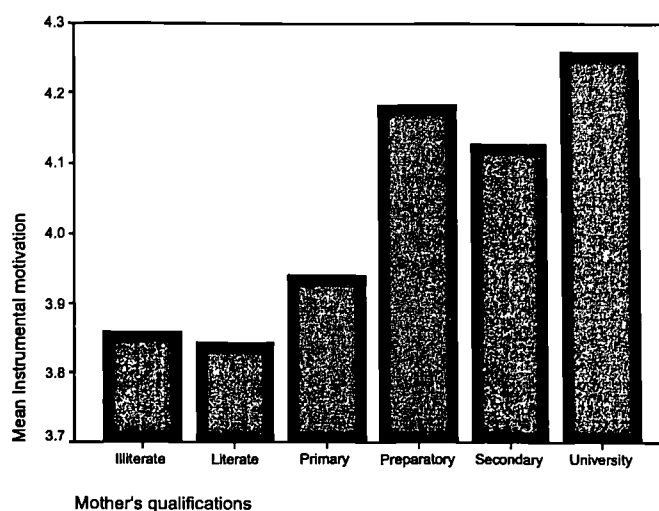


Table 5.15: Differences between mean scores on “Instrumental motivation” scale, by mother’s level of education

	Literate	Primary	Preparatory	Secondary	University
Illiterate	0.0152	0.0813	0.3244*	0.2686*	0.4008***
Literate		0.0966	0.3397	0.2839	0.4160**
Primary			0.2431	0.1873	0.3195**
Preparatory				0.0558	0.0764
Secondary					0.1322

$p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The significant comparisons for this scale are as follows: Illiterate vs Preparatory, Illiterate vs Secondary, Illiterate vs University, Literate vs University and Primary vs University. To summarize these results we can say that the means form two clusters: the three lowest groups and the three highest groups, ranked according to the mother’s qualifications. There are significant comparisons between all the means in the first cluster and all the means in the second cluster, but no significant comparisons within either of the two clusters.

Finally, we consider the results for the “Integrative motivation” scale. Fig 5.11 shows the means and Table 5.16 shows the results of the Tukey test.

Fig. 5.11: Mean scores on the “Integrative motivation” scale, by mother’s level of qualifications

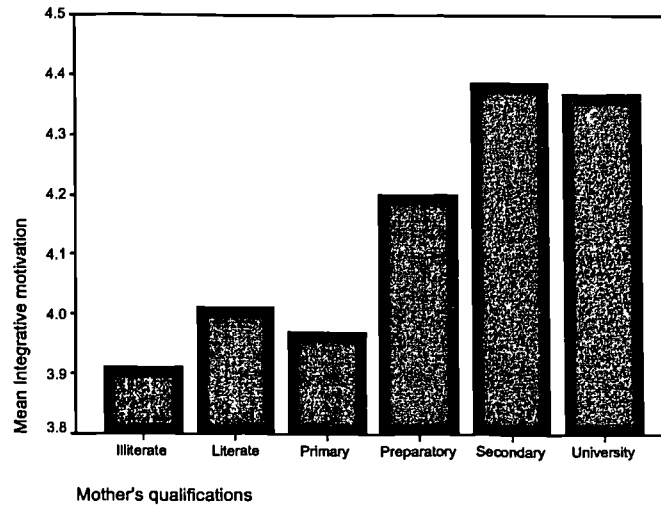


Table 5.16: Differences between mean scores on “Integrative motivation” scale, by mother’s level of education

	Literate	Primary	Preparatory	Secondary	University
Illiterate	0.1006	0.0578	0.2891	0.4735***	0.4571***
Literate		0.0427	0.1885	0.3729*	0.3565*
Primary			0.2312	0.4156**	0.3992***
Preparatory				0.1844	0.1680
Secondary					0.0164

$p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The significant comparisons for this scale are as follows: Illiterate vs Secondary, Illiterate vs University, Literate vs Secondary, Literate vs University, Primary vs Secondary and Primary vs University. As a generalization we can say that there are no significant comparisons among the lowest four means (Illiterate, Literate, Primary and Preparatory), nor between the highest two means (Secondary and University), but there are significant comparisons between the top two means and the bottom three.

To summarize the results relating to the effect of the mother’s level of qualifications on the attitudes of the students, we can say that, in general, and with one or two exceptions, the higher the mother’s level of qualifications, the more positive the attitudes of the student. In contrast to the results for the effect of the father’s level of qualifications, we do not find that the Primary group have the least positive attitudes. This is probably due to the fact that fathers in the Illiterate and Literate groups receive lower salaries than the

fathers in the Primary group. Therefore they have more aspiration to improve their social status in the country through education. Another important difference between the two sets of results is that there are significant effects for the father's level of qualifications for all six scales, but for the mother's level of qualifications, there is no effect for the "Attitude to the teacher" scale. This could be due to the fact that mothers pay less attention to the relationship between the teacher and students. However, they pay more attention to their children's work and progress in school. Fathers, however, may regard the male teacher as an authoritarian figure in the classroom and the main source of knowledge. Therefore they encourage their children to show respect and obedience to him/her in classroom.

5.3.3 The effect of location of school on students' attitudes

We consider now the effect of location. Table 5.17 shows the mean attitude scores of all pupils on six attitudinal variables according to the location of the school.

Table 5.17: The mean scores of attitudes by location of school

Variables	Location	N	Mean	Std.Dev.
English language	Inner city	306	4.4690	0.6189
	Outer city	281	4.0988	0.9472
English Teacher	Inner city	306	4.1626	0.8337
	Outer city	281	3.7714	1.1313
Parental encouragement	Inner city	306	4.3080	0.7813
	Outer city	281	3.9724	0.8821
Text-book	Inner city	306	3.7173	0.7204
	Outer city	281	3.4440	0.9384
Instrumental motivation	Inner city	306	4.2183	0.5932
	Outer city	281	3.8940	0.7574
Integrative motivation	Inner city	306	4.3219	0.5738
	Outer city	281	4.0107	0.8188

It is clear from the table that the inner-city group has consistently more positive attitudes than the outer-city group. T-tests were conducted in order to determine the significance of differences in the mean scores of the two groups. The results are shown in Table 5.18.

Table 5.18: The effect of location of school on students' attitudes

Variable	T	Sig.(2 tailed)
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English language	5.649	.000***
English teacher	4.796	.000***
Parental encouragement	4.887	.000***
Text-book	3.977	.000***
Instrumental motivation	5.800	.000***
Integrative motivation	5.367	.000***

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The table shows that effect of the location of the school on attitudes is highly significant for all six scales. Inner-city children have more positive attitudes than outer-city children. This may be due to parents' level of education. We have already seen that in general the higher the level of the parents' educational qualifications the more positive the attitudes of their children are likely to be.

5.3.4 The effect of nationality on students' attitudes

Table 5.19 shows the mean attitude scores according to nationality.

Table 5.19: The mean scores of attitudes by nationality

Variable	Nationality	N	Mean	Std.Dev.
English language	Qatari	398	4.2073	0.8646
	non-Qatari	189	4.4696	0.6625
English Teacher	Qatari	398	3.8725	1.0624
	non-Qatari	189	4.1918	0.8367
Parental encouragement	Qatari	398	4.0804	0.8511
	non-Qatari	189	4.2884	0.8232
Text-book	Qatari	398	3.5314	0.8360
	non-Qatari	189	3.6411	0.5632
Instrumental motivation	Qatari	398	4.0025	0.7088
	non-Qatari	189	4.1905	0.6498
Integrative motivation	Qatari	398	4.1043	0.7415
	non-Qatari	189	4.3175	0.6450

Table 5.19 shows clearly that the non-Qatari students in the sample have more positive attitudes than the Qatari students. T-tests were carried out on the differences between the means. The results of the tests are shown in Table 5.20.

Table 5.20: The effect of nationality on students' attitudes

Variable	T	Sig.(2 tailed)
English language	3.687	.000***

English teacher	3.631	.000***
Parental encouragement	2.795	.005**
Text-book	2.306	.021*
Instrumental motivation	3.082	.002**
Integrative motivation	3.390	.001**

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

As Table 5.20 shows, the effect of nationality is statistically significant for all six scales. We can conclude that, in general, non-Qatari students have more positive attitudes than Qatari students.

5.3.5 Summary: students' attitudes

All male and female students have positive attitudes towards English as a foreign language. However, the females have more positive attitudes towards their teachers of English and they have higher integrative motivation than the males. The results also show that, in general, the higher the level of the parents' education, the more positive the attitudes of the children are likely to be. However, students whose fathers have primary level qualifications have the least positive attitudes of all.

Inner-city children have more positive attitudes than outer-city children. This is probably due to the parents' level of education. That is, the inner-city parents have higher qualifications than the outer-city parents. However, the exception is that students whose fathers are in the Illiterate or Literate groups (who tend to come from the outer-city) have more positive attitudes than those whose fathers are in the Primary group (who tend to come from the inner-city). Due to the influence of the parents' qualifications, non-Qatari students have more positive attitudes than Qatari students.

Identifying the attitudes of the students and the factors that lie behind them gives us one side of the picture. In order to get a good understanding of the situation we need also to investigate the attitudes of the teachers.

5.4 Results from the teachers' questionnaire

In this section we report the results of the teachers' questionnaire. As stated in Section 5.1, this was designed to measure the attitudes of the teachers towards the students, the

teaching profession, the English language textbooks, in-service teacher training, head-teachers, the English language inspectorate, the difficulties of using innovative teaching methods and teacher training needs. In this section, we consider the effects of sex, experience and qualifications on the attitudes of teachers.

5.4.1 The effect of sex on the attitudes of teachers towards teaching English

Table 5.21 shows the mean attitude scores of teachers according to sex of the teacher.

Table 5.21: The mean scores of teachers' attitudes by sex

Variable	Sex	N	Mean	Std.Dev
Student	Male	36	3.4722	0.6261
	Female	30	3.2750	0.6577
Text-books	Male	36	3.4630	0.5551
	Female	30	3.2333	0.5021
Profession	Male	36	4.2037	0.5010
	Female	30	3.9333	0.6559
Training	Male	36	3.8056	0.7998
	Female	30	3.5833	1.0093
Head-teacher	Male	36	4.2500	0.6211
	Female	30	3.9750	0.6865
Inspector	Male	36	3.8750	0.8161
	Female	30	3.5417	0.8176
Difficulties of using innovative methods	Male	36	3.5154	0.4760
	Female	30	3.6741	0.4366

In every case, except for the "Difficulties of using innovative methods" scale, the male mean score is higher than the female mean score, indicating that male teachers have more positive attitudes than the females. This is confirmed by the results of a mixed-model two-way ANOVA, with Sex (male, female) as a grouping factor and Attitude (student, textbooks, profession, training, headmaster, inspector, difficulty) as a repeated measures factor. As we can see from Table 5.22, the effect of Sex is statistically significant ($F = 4.52$, $df [1,64]$, $p = 0.037$).

Table 5.22: The effect of sex on general attitudes in male and female teachers

Source of variance	SS	Df	MS	F	p
Sex	4.38	1	4.38	4.52	0.037*
Within + Residual	61.99	64	0.97		
Attitude	35.83	6	5.97	16.51	0.000***
Sex x Attitude	2.59	6	0.43	1.19	0.309

Within + Residual	138.89	384	0.36		
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* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Although there is an effect for sex, the results of t-tests on the mean differences for each scale separately show that there are no significant differences between the attitudes of male and female teachers on the separate attitude measures (see Table 5.23). We can conclude, therefore, that male teachers have slightly more positive attitudes in general than their female colleagues, but this effect is spread across all attitudes and we can't identify any particular attitudes as being responsible for this effect.

Table 5.23: The effect of sex on teachers' attitudes to teaching English

Variables	T	Sig.(2-tailed)
Student	1.245	0.218
Text-book	1.747	0.085
Profession	1.898	0.062
Training	0.998	0.322
Head-master	1.707	0.093
Inspector	1.651	0.104
Difficulties	1.399	0.167

5.4.2 Teachers' perceptions of the difficulties of using CLT

Although there is no significant difference between the attitudes of male and female teachers towards the difficulties of using innovative methods, we decided to look more closely at the items making up this particular scale, to see if the overall result might be hiding significant differences in responses to individual items. Table 24 shows the mean scores of male and female teachers on questions relating to the use of innovative methods.

Table 5.24: The mean scores of teachers' perceptions of difficulties of using innovative methods, grouped according to sex

Item	Sex	N	Mean	Std.Dev.
3.1. A lack of English resources (tapes, readers, etc) hinders the use of innovative teaching methods.	Male	36	4.0000	0.9562
	Female	30	4.4333	0.9714
3.2. Parental encouragement to listen to old people in the family makes learners prefer lecturing to working together.	Male	36	3.0556	1.1697
	Female	30	2.9667	0.9643
3.3. Large class size hinders the use of innovative teaching methods which	Male	36	4.7222	0.5133

encourage pair and group-work.	Female	30	4.6333	0.8087
3.4. Parental encouragement to compete (advising children to gain higher scores than others or making comparisons between them) hinders the use of innovative methods which support cooperation.	Male	36	2.5556	1.1070
	Female	30	2.9667	0.9643
3.5. The use of lecturing by teachers of subjects other than English hinders the use of innovative methods which advocate cooperation in doing tasks.	Male	36	3.4167	1.1557
	Female	30	2.8333	1.2617
3.6. The high density of the English language syllabus hinders the use of innovative teaching methods which require sufficient time for implementation.	Male	36	3.1111	1.3262
	Female	30	4.3667	0.9643
3.7. Classroom organization hinders the use of innovative foreign language teaching methods.	Male	36	3.6111	1.1778
	Female	30	3.7333	1.3113
3.8. Lack of an English language room hinders the use of innovative methods.	Male	36	4.3333	0.8944
	Female	30	4.6000	0.7240
3.9. Keeping the classrooms quiet and disciplined as one of the school administration's regulations hinders the use of innovative foreign language teaching methods.	Male	36	2.8333	1.4041
	Female	30	2.5333	1.1666

We note first that the means for both male and female teachers are relatively high for the following items:

- 3.1 "A lack of English resources (tapes, readers, etc.) hinders the use of innovative methods"
- 3.3 "Large class size hinders the use of innovative teaching methods which encourage pair and group-work"
- 3.7 "Classroom organization hinders the use of innovative foreign language teaching methods"
- 3.8. "Lack of an English language room hinders the use of innovative methods"

Items with relatively low means, indicating neutral attitudes, are:

- 3.2 "Parental encouragement to listen to old people in the family makes learners prefer lecturing to working together."
- 3.4 "Parental encouragement to compete, advising them to gain higher scores than others, or making comparison between them, hinders the use of innovative methods which supports co-operation."

- 3.5 “The use of lecturing by teachers of subjects other than English hinders the use of innovative methods which advocate co-operation in doing tasks.”
- 3.9 “Keeping classrooms quiet and disciplined as one of the school administration’s regulations hinders the use of innovative foreign language teaching methods.”

There is a marked difference between the means for 3.6 (“The high density of the English language syllabus hinders the use of innovative teaching methods which require sufficient time for implementation”), with the female teachers agreeing more readily to this item than the males. The results of t-tests on these items show that this difference is indeed statistically significant, and that there is no effect due to sex for the other items (see Table 5.25).

Table 5.25: The differences between the means for male and female teachers on items relating to the difficulties of using innovative methods

Item	T	Sig (2-tailed)
3.1. A lack of English resources (tapes, readers, etc) hinders the use of innovative teaching methods.	1.820	0.073
3.2. Parental encouragement to listen to old people in the family makes learners prefer lecturing to working together.	0.332	0.741
3.3. Large class size hinders the use of innovative teaching methods which encourage pair and group-work.	0.542	0.590
3.4. Parental encouragement to compete (advising children to gain higher scores than others or making comparisons between them) hinders the use of innovative methods which support cooperation.	1.592	0.116
3.5. The use of lecturing by teachers of subjects other than English hinders the use of innovative methods which advocate cooperation in doing tasks.	1.958	0.055
3.6. The high density of the English language syllabus hinders the use of innovative teaching methods which require sufficient time for implementation.	4.319	0.000***
3.7. Classroom organization hinders the use of innovative foreign language innovative teaching methods.	0.399	0.691
3.8. Lack of an English language room hinders the use of innovative teaching methods.	1.313	0.194
3.9. Keeping the classrooms quiet and disciplined as one of the school administration regulations hinders the use of	0.932	0.355

innovative foreign language teaching methods.		
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* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

If we take a mean score larger than 3.0 as an indication of a positive attitude, we can conclude that both male and female teachers regard the following as obstacles to the implementation of innovative teaching methods: lack of resources, large classrooms, classroom organization methods and lack of an English room. Factors which are not regarded as obstacles are parental encouragement to listen to old people in the family and the need to keep classrooms quiet and disciplined. There is a difference of opinion between the male and female teachers with regard to the use of lecturing by teachers of subjects other than English and the high density of the syllabus. In relation to the use of lecturing by other teachers, the male teachers tend to agree that this is an obstacle, while the female teachers do not; the difference, however, is not statistically significant.

With regard to the high density of the syllabus, this is regarded as an obstacle by both male and female teachers, but much more so by the female teachers than by the males; the difference here is highly significant. This result is probably due to the fact that the female teachers are Qatari nationals who pay more attention to their profession than the male Arab expatriate teachers. That is, they take more time over lesson preparation, bearing in mind that they are more familiar with the requirements of CLT methods since they have had pre-service teacher training at the University of Qatar. Male teachers, however, do not need more time since they tend to use their own methods influenced by their initial training based on the traditional methods to teach English, and these methods do not require such extensive lesson preparation.

5.4.3 Teachers' training needs

In addition to the items regarding the difficulties of implementing CLT (the "Difficulties" scale), we decided to look more closely also at the "Training" scale (i.e. the items concerning the need for a training programme in order to implement CLT methods effectively). Teachers were asked to give responses ranging from 'Extremely important' to 'Not important' to items on this scale. The responses were assigned values on a scale from 5 to 1 respectively. Therefore, the higher the mean score, the more important the variable was judged to be. Table 5.26 shows the mean scores of male and

female teachers on items relating to the teachers' perceptions of their training needs, plus the results of t-tests on the differences between the means.

Table 5.26: The mean scores of teachers' perceptions of training needs, by sex

Item	Sex	N	Mean	SD	t	Sig
1. Presentation of vocabulary items	Male	36	4.5278	0.7741	0.028	0.978
	Female	30	4.5333	0.8604		
2. Teaching reading	Male	36	4.5278	0.6964	2.151	0.035*
	Female	30	4.8333	0.8765		
3. Teaching writing	Male	36	4.4444	0.8765	1.502	0.138
	Female	30	4.7333	0.6397		
4. Teaching listening	Male	36	4.3611	1.0462	0.166	0.869
	Female	30	4.4000	0.8137		
5. Teaching speaking	Male	36	4.4444	0.8762	2.710	0.009**
	Female	30	4.9000	0.3051		
6. Lesson planning	Male	36	3.9444	1.2408	0.566	0.580
	Female	30	3.7667	1.3566		
7. Teaching grammar	Male	36	4.2500	0.9373	2.273	0.026*
	Female	30	4.7000	0.5960		
8. Discipline	Male	36	3.9722	1.3625	0.617	0.540
	Female	30	3.7667	1.3309		
9. Teaching translation	Male	36	3.4722	1.2980	0.877	0.384
	Female	30	3.7333	1.0807		
10. Theoretical background to CLT	Male	36	3.5833	1.0522	0.342	0.172
	Female	30	3.5000	0.9002		
11. Using a dictionary	Male	36	3.3611	1.4571	1.858	0.068
	Female	30	3.9667	1.1290		
12. Teaching dictation	Male	36	3.7778	1.2674	0.876	0.384
	Female	30	4.0333	1.0662		
13. Using pair and group work	Male	36	3.8333	1.1832	1.381	0.172
	Female	30	4.2000	0.9248		
14. Conducting oral/aural tests	Male	36	3.9722	1.0820	0.780	0.438
	Female	30	4.1667	0.9129		
15. Writing written tests	Male	36	4.4167	0.6492	1.266	0.210
	Female	30	4.6000	0.4983		
16. Correcting errors	Male	36	4.3056	0.8218	0.795	0.429
	Female	30	4.1333	0.9371		

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

It is clear from the fact that all the means are higher than the mid-point of the scale, and in most cases considerably higher, that both sexes regard the need for all aspects of the training programme as important. With one or two exceptions, the mean scores of the female teachers are higher than those of the male teachers, suggesting that the female teachers regard training as more important than their male colleagues. For those items

where there are significant differences between the means of the two groups (Items 2, 5 and 7), the females are consistent in judging the item more important than the males. We can summarize these results by saying that both male and female teachers regard training as important, but that females regard training as more important than the males in relation to the teaching of reading, speaking and grammar. This is probably due to the fact that the males are more experienced than the females as will be shown below. The females, however, are keen to implement CLT methodology since, as indicated above, they are graduates of Qatar University who have been trained to teach using CLT methods. They may, however, need more training on how to put theory into practice regarding teaching grammar, speaking and reading as communication since they may lack expertise in teaching these specific areas.

5.4.4 The effect of years of experience on teachers' attitudes

Table 5.27 shows the mean attitude scores according to the years of experience of the teacher.

Table 5.27: The mean attitude scores of teachers, by years of experience

Experience		Student	Profes s-ion	Text- book	Trainin g	Head- master	Inspector
From 1-5 years (n = 18)	Mean SD	3.2778 0.6580	4.0278 0.6002	3.7593 0.4362	3.5833 1.0537	3.9861 0.6668	3.5139 0.7692
From 6-10 years (n = 14)	Mean SD	3.3214 0.7300	3.9286 0.7330	3.8214 0.4824	3.6071 0.9184	4.0714 0.6963	3.6786 0.8903
From 11-15 years (n = 12)	Mean SD	3.3958 0.4938	4.2083 0.5465	3.9583 0.4502	3.9167 0.9614	4.2292 0.5379	4.0000 0.8394
From 16-20 years (n = 10)	Mean SD	3.3750 0.7477	4.0833 0.5787	3.8667 0.5869	3.6000 0.7284	4.0500 0.8233	3.7500 0.7360
From 21-25 years (n = 5)	Mean SD	3.9000 0.6275	4.2000 0.3416	3.9333 0.5083	3.5000 1.0155	4.4500 0.4108	3.9000 0.7416
More than 25 years (n = 7)	Mean SD	3.3929 0.5373	4.2143 0.5504	4.1429 0.3253	4.1429 0.4532	4.2857 0.7420	3.7143 1.1127

One-way ANOVAs were conducted to test the hypothesis that experience has a significant effect on teachers' attitudes. None of the results was significant. We have seen already that, in general, the male teachers have more positive attitudes than the female teachers and we also know that the male teachers are more experienced than the

female teachers. It's possible, therefore, that there is an interaction between sex and years of experience. The appropriate analysis to investigate the interaction between sex and years of experience is a two-way ANOVA, with years of experience and sex as independent variables. However, the distribution of the teachers by age group and sex is very unbalanced; most of the male teachers have more than 10 years of experience while most of the female teachers have less than 10 years of experience (see Table 5.28). Even if the male teachers with 16 years or more of experience were excluded from the analysis, the cell sizes would still be unbalanced, and the validity of the results of an ANOVA with such unequal cell sizes would be doubtful, so this analysis was not pursued.

Table 5.28: Numbers of male and female teachers in each age group

Sex	Years of experience						Total
	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26 +	
Male	2	3	9	10	5	7	36
Female	16	11	3	-	-	-	30
Total	18	14	12	10	5	7	66

5.4.5 The effect of qualifications on teachers' attitudes

In order to test the hypothesis that teachers' attitudes might be affected by their level of qualification, one-way ANOVAs were conducted on means for each attitude scale, with the teacher's level of qualifications treated as the independent variable. The means are shown in Table 5.29. Teachers' qualifications are arranged in order of importance, going from Teacher's diploma as the most junior to Master's degree as the most senior.

Table 5.29: Mean attitude scores, by qualification of teacher

Qualification		Student	Profession	Text-books	Training	Head-teacher	Inspector	Difficulties
Teacher-training Diploma (n = 6)	Mean	3.4583	4.0556	3.7222	4.0833	4.2917	3.8333	3.5370
	SD	0.6406	0.5741	0.2722	0.4655	0.7886	1.0567	0.6183
Bachelor of Arts (n = 45)	Mean	3.3389	4.0333	3.2556	3.5500	4.0556	3.5833	3.6198
	SD	0.5818	0.6078	0.4788	0.9226	0.6504	0.7888	0.4711
General Diploma (n = 9)	Mean	3.5278	4.1111	3.4815	3.9167	4.0833	4.0278	3.4691
	SD	0.9957	0.6180	0.8393	0.7806	0.7706	0.8610	0.4367
Special	Mean	3.4375	4.4583	3.3333	4.0000	4.6875	4.4375	3.7222

Diploma (n = 4)	SD	0.7465	0.4787	0.3600	1.3385	0.3750	0.6575	0.2645
Master's Degree (n = 2)	Mean SD	3.3750 0.1768	4.3333 0.0000	4.0833 0.1179	4.5000 0.0000	4.2500 0.3536	3.7500 0.7071	3.2778 0.7857
Total (n = 66)	Mean SD	3.3826 0.6433	4.0808 0.5878	3.3586 0.5400	3.7045 0.9008	4.1250 0.6611	3.7235 0.8276	3.5875 0.4619

One-way ANOVAs were conducted to determine whether the teacher's qualifications had a significant effect on their attitudes. Table 5.30 shows the results.

Table 5.30: The effect of qualifications on teachers' attitudes

Variable	F	Sig.
Student	0.185	0.945
Profession	0.571	0.684
Text-books	2.274	0.071
Training	1.236	0.305
Head-master	0.968	0.431
Inspector	1.436	0.233
Difficulties	0.514	0.725

None of the results is significant, so we have no evidence for supposing that the level of the teacher's qualifications has an effect on his/her attitudes. As we can see from Table 5.28, the distribution of teachers by level of qualifications is very unbalanced, with 45 teachers in the Bachelor of Arts category, which is more than the number of teachers in all the other categories put together (21), so even if there had been significant effects, we would have had to treat them with some caution.

5.4.6 Summary of attitudes of teachers

All male and female teachers have positive attitudes towards teaching English as a foreign language. They also regard the following as obstacles to using innovative teaching methods: a lack of resources, large classrooms, classroom organization methods and a lack of English rooms. The female teachers regard the high density of the syllabus as an obstacle.

Both male and female teachers regard training as important but the female teachers regard the following as more important than the males do: teaching reading, teaching speaking and teaching grammar. This is probably due to the fact that the male teachers are older and more experienced as indicated above in Table 5.28. They are possibly

more complacent and think that they know how to teach and do not care as much as the female teachers about their own personal development as teachers.

An examination of the attitudes of teachers and students towards English language teaching needs to be supplemented with an examination of the attitudes of head-teachers, since the head-teachers are responsible for the management of teachers and students. They are also responsible for providing teachers with the resources needed for language teaching. The next section reports the results of the questionnaire for head-teachers.

5.5 Results from the head-teachers' questionnaires

The third group involved in this study is the head-teachers. The questionnaire was designed to measure the attitudes of the head-teachers towards the teachers of English, towards innovative methods, and towards difficulties in using innovative methods.

5.5.1 Head-teachers' attitudes categorised by the sex of the head-teacher

Table 5.31 shows the mean scores of male and female head-teachers on attitudes towards the teaching of English. The results of t-tests on the differences between the group means are also shown.

Table 5.31: The effect of sex on heads' attitudes to teaching English

Variable	Sex	N	Mean	Std.Dev	t	Df	Sig.
Teachers of English	Male	15	3.8167	.7876	0.918	30	.366
	Female	17	4.0588	.7045			
Innovative methods	Male	15	3.3167	.6974	1.672	30	.105
	Female	17	3.6912	.5696			
Difficulties	Male	15	3.7583	.3938	2.376	30	.024*
	Female	17	3.2868	.6728			

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The results of the t-tests show that there are no significant differences between the attitudes of the male and female head-teachers towards teachers of English or to the use of innovative methods, but that male head-teachers are more inclined to assent to statements concerning the difficulty of implementing innovative methods than female teachers ($t = 2.376$, $df [30]$, $p = 0.024$). This may well reflect the fact that the male head-teachers are more traditional in their approach than the female head-teachers. Due

to the fact that CLT methodology involves the use of pair and group-work, a certain amount of noise in the classroom is to be expected. However, male head-teachers are more concerned about discipline in the classroom. They expect teachers to stand in the middle of the class to monitor all students. They also expect students to face the teacher rather than their classmates and to listen to him all the time. If the male head-teacher's perception of what is happening in the classroom does not conform to these expectations, he may interpret it as a lack of discipline. Female head-teachers, however, seem more flexible than male head-teachers. We discuss this point further in Section 5.7.1 when we consider classroom organization.

Having presented the results from the questionnaires for the teachers, students and head-teachers' questionnaires, it is necessary to collate the results from the three questionnaires in order to have a good understanding of the situation under investigation.

5.6 Results from comparison between questionnaires

The comparison in this section is made between identical sub-scales within the three questionnaires.

5.6.1 The attitudes of teachers and head-teachers towards the difficulties of using innovative teaching methods

Table 5.32 shows the mean attitude scores of teachers and head-teachers to items designed to assess perceptions of the difficulties of using innovative teaching methods.

Table 5.32: The mean attitude scores of heads and teachers regarding the difficulties of using innovative methods

Variable	Group	N	Mean	SD
1. A lack of English resources hinders the use of innovative methods	Heads	32	3.7813	1.1566
	Teachers	66	4.1970	0.9801
2. Parental encouragement to listen to old people in the family makes learners prefer lecturing to working together.	Heads	32	3.3125	1.1483
	Teachers	66	3.0152	1.0741
3. Large class size hinders the use of innovative teaching methods which encourage pair and group-work.	Heads	32	4.4375	0.7156
	Teachers	66	4.6818	0.6600
4. Parental encouragement to compete hinders the use of innovative teaching methods which support co-operation.	Heads	32	2.8750	1.0080
	Teachers	66	2.7424	1.0570

5. The use of lecturing by teachers of subjects other than English hinders the use of innovative methods which advocate cooperation in doing tasks.	Heads	32	3.0313	0.9995
	Teachers	66	3.1515	1.2309
6. Classroom organization hinders the use of innovative foreign language methods.	Heads	32	3.2813	1.2243
	Teachers	66	3.6667	1.2321
7. Lack of an English language room hinders the use of innovative teaching methods.	Heads	32	4.3438	1.0957
	Teachers	66	4.4545	0.8261

It is important to note that each of the items in Table 5.32 is represented in both the head-teachers' and the teachers' questionnaires. The purpose of including the same items in the two questionnaire was to make direct comparisons between the attitudes of teachers and of head-teachers towards the difficulty of using innovative methods. T-tests were conducted on the differences between the means for the two groups, and the results are shown in Table 5.33.

Table 5.33: Comparison of mean scores of head-teachers and teachers regarding the difficulty of using innovative methods

Variable	T	Sig (2-tailed)
1	1.855	.067
2	1.257	.212
3	1.672	.098
4	0.591	.556
5	0.481	.632
6	1.455	.149
7	0.558	.578

The results show that there are no significant differences between teachers and head-teachers regarding the difficulty of implementing innovative teaching methods.

It was decided to undertake further analysis of the results for these items, using two-way ANOVAs with Sex (male, female) and Position (head, teacher) as the independent variables. Table 5.34 shows the mean scores and standard deviations of the four groups on the items dealing with the difficulties of implementing innovative teaching methods.

Table 5.34: The mean scores of heads and teachers on items concerned with the difficulties of using innovative methods, broken down by sex

Group		1	2	3	4	5	6	7
Male head-	Mean	4.0000	3.6000	4.4667	3.0667	3.0667	3.9333	4.6000
	SD	1.0000	1.0556	0.5164	0.8837	0.7988	0.8837	0.5071

teachers (n = 15)								
Female head- teachers (n = 17)	Mean SD	3.5882 1.2776	3.0588 1.1974	4.4118 0.8703	2.7059 1.1048	3.0000 1.1726	2.7059 1.2127	4.1176 1.4090
Male teachers (n = 36)	Mean SD	4.0000 0.9562	3.0556 1.1697	4.7222 0.5133	2.5556 1.1070	3.4167 1.5570	3.6111 1.1778	4.3333 0.8944
Female teachers (n = 30)	Mean SD	4.4333 0.9714	2.9667 0.9643	4.6333 0.8087	2.9667 0.9643	2.8333 1.2617	3.7333 1.3113	4.6000 0.7240

Two-way ANOVAs were conducted to determine the effect of Sex (male, female) and Position (head, teacher) on attitudes. The results are reported in Table 5.35 below.

Table 5.35: The effect of sex and position of teachers and head-teachers on attitudes

Item	Source of variance	SS	Df	MS	F	Sig
1. Lack of Resources	Position	3.922	1	3.922	3.706	0.057
	Sex	0.596	1	0.596	0.564	0.455
	Position x Sex	3.827	1	3.827	3.616	0.060
2. Parental encouragement to listen	Position	2.134	1	2.134	1.769	0.263
	Sex	1.367	1	1.367	1.133	0.290
	Position x Sex	1.096	1	1.096	0.909	0.343
3. Large classrooms	Position	1.218	1	1.218	2.600	0.110
	Sex	0.147	1	0.147	0.314	0.577
	Position x Sex	0.006	1	0.006	0.013	0.909
4. Parental encouragement to compete	Position	0.311	1	0.311	0.291	0.591
	Sex	0.610	1	0.610	0.571	0.452
	Position x Sex	3.193	1	3.193	2.992	0.087
5. Use of lecturing	Position	0.168	1	0.168	0.127	0.722
	Sex	4.173	1	4.173	3.167	0.078
	Position x Sex	1.431	1	1.431	1.086	0.300
6. Classroom organization	Position	2.792	1	2.792	1.975	0.163
	Sex	2.488	1	2.488	1.760	0.188
	Position x Sex	9.762	1	9.762	6.905	0.010*
7. Lack of English language room	Position	0.271	1	0.271	0.324	0.570
	Sex	0.011	1	0.011	0.013	0.908
	Position x Sex	3.007	1	3.007	0.397	0.061

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

There is only one significant effect, the interaction effect between Sex and Position on attitudes to classroom organization (6). If we look at the means for this scale (Table 5.34) we can see that the female head-teachers are markedly less inclined to agree that

classroom organization is an obstacle to the implementation of innovative methods than the other three groups. We can explain this by reference to the effect of Qatari culture. Female head-teachers use a less authoritarian management style than male head-teachers. They provide female teachers with more freedom to *choose their own methods* of classroom management as long as learning is taking place.

5.6.2 Comparing teachers' and students' attitudes toward text-books

We consider now the attitudes of the teachers and students towards the English language textbooks. Only the identical items within teachers' and students' questionnaires are involved in the analysis (see Chapter 4, Section 4.4.2.1).

Table 5.36 shows the mean attitude scores of teachers and students towards the English language text-books.

Table 5.36: Mean attitude scores of teachers and students to the English text-books

Variable	Group	N	Mean	Std.Dev.
Text-book	Student	587	3.5865	0.8424
	Teacher	66	3.4621	0.5620

The table shows that both teachers and students have positive attitudes towards the English language text-books, but the results of a t-test shows that there is no significant difference between the mean scores as shown by Table 5.37.

Table 5.37: Comparison of mean scores of teachers and students regarding the English text-books

Variable	T	Sig (2-tailed)
Text-book	1.170	0.243

It seems that both teachers and students have positive attitudes towards the English language textbooks. Recall that a new version of the text-books were introduced in 1991, with modifications in response to feedback from teachers, inspectors and curriculum designers regarding the old version. The current version meets some of the requirements of English language teachers such as the inclusion of tables of grammar patterns and exercises on word building. Some topics are also in line with the students' interests such as a visit to a zoo and a description of some animals.

5.7 Discussion of the results related to the three questionnaires

In this section we summarize and discuss the results presented above. Recall that our purpose in this analysis is to determine the effect of a number of independent variables on attitudes to teaching English as a foreign language in Qatar. Namely, the sex of the teacher, head-teacher and students, the qualifications of the teacher and the educational level of the parents, the location of the school and the nationality of the students.

5.7.1 Sex

Results from teachers' questionnaire show that all male and female teachers have positive attitudes towards teaching English as a foreign language in Qatar. They also agree that the following are obstacles to implementation of CLT methods in classroom: a lack of English resources, large classrooms, classroom organization and the lack of an English room. Due to the policy of the Ministry of Education to reduce expenditure to the minimum, the schools lack resources such as supplementary English materials and head-teachers put restrictions on the use of photocopiers for classroom activities. As a result, teachers are not able to present extra activities which are not based on the textbooks.

The large size of classes is another problem that hinders the use of CLT methods. It is not easy for a teacher to get forty students fully engaged in classroom activities. It is also not easy for him/her to move around and monitor the class smoothly. Although Qatar is not a highly populated country, some schools have large classes. This could be due to a lack of funds or to a lack of planning which takes into consideration the needs of highly populated areas in the country.

Classroom organization is the third problem. There are four to five rows in each class. Two rows are next to the wall while the other two or three are in the middle. For pair-work to be used the desks next to the wall need to be joined to desks in the middle of the room. This requires movement of chairs and students which is inconvenient for other teachers who do not use pair-work in classroom. One of the solutions to this problem is to have a room exclusively set aside for English language teaching. However, due to lack of funds, schools are not able to provide these rooms.

There is disagreement between male and female teachers regarding the 'high density of the syllabus'. Female teachers feel that the English language syllabus is too dense to allow the effective implementation of CLT methods. Experience shows that the syllabus for the first and second years is more concentrated than the syllabus for the third year. As we have seen, the male teachers do not share the female teachers' view of the syllabus. We interpret this difference of opinion as follows. The female teachers are Qatari nationals who are more open to innovation and are keen to use the Teacher's Book as a guide to the implementation of the syllabus. This requires giving students sufficient time to complete tasks either in pairs or on their own. For developing writing skills for example, the students need to be trained to adopt a process approach to writing which may include re-writing and editing. The male teachers are more interested in the product rather than the process of writing. They elicit sentences from good students and put them on the blackboard to be copied by all students. Female teachers, however, are keen to develop a process approach to the teaching of writing, but the density of the syllabus means that there is not enough time to implement this approach fully.

Both male and female teachers regard teacher training as important. However, the female teachers regard the teaching of reading, speaking and grammar as more important than the male teachers do. This is probably due to the fact that the female teachers are younger and less experienced in teaching English than male teachers who think that they know how to teach using their own methods. Female teachers, however, are more committed to implementing the CLT methodology because they are graduates of the University of Qatar and had pre-service training on the use of the methodology. They need more training in these specific areas due to lack of experience.

Results from the head-teachers' questionnaires show that they agree with the teachers regarding the factors that hinder the use of innovative teaching methods. We have also noted that female head-teachers are less likely than their male colleagues or than the male and female teachers to agree to the suggestion in Item 6 that "Classroom organization hinders the use of foreign language innovative methods". This difference is probably due the more relaxed attitude of the female head-teachers towards discipline in the school than their male colleagues. Male head-teachers interpret any divergence from the typical teacher-centred mode of classroom organization as being likely to lead

to disruption and detrimental to learning. There is a tendency for head-teachers to criticize those teachers who introduce innovation on the grounds that they have lost control of their pupils. These observations reflect the findings of Nunn's (1996:359) study of English language classrooms in Qatar. Nunn states that one of the obstacles to innovation is the 'large power distance' that governs the relationship between teachers on the one hand and head-teachers and inspectors of English on the other. Male teachers are obliged to conform to the expectations of male head-teachers and inspectors regarding their methods of classroom management. Female head-teachers, on the other hand, seem more flexible and willing to countenance change since they do not regard discipline as such a problem in the classroom.

The results from the students' questionnaire show that female students have more positive attitudes than male students towards their English teachers. This is probably due to the fact that most of the English teachers in Qatari girls' schools are female Qatari nationals whereas the overwhelming majority of teachers in the boys' schools are Arab male expatriates. According to the Annual Report of the Ministry of Education of Qatar (1996: 96) there was only one male Qatari English teacher and 96 non-Qatari ones in preparatory schools in 1996 (*this problem is discussed in more detail in Chapter Two, Section 2.4.1.2*). The expatriate Arab teachers work on the basis of contracts lasting from five to ten years and view their stay in the country as a way of improving their standard of living. Therefore, many of them give private lessons in English to supplement their income. This has a negative effect on their performance and relationships with the students in the classroom. In other words, the relationship between the students who receive private tuition and their teachers is established on a materialistic rather than a humanistic basis. Male students also pay little attention to teachers and show off-task behaviour in the classroom since they rely for their English language development on private tuition out of school. According to the 1994 report of the Ministry of Education of Qatar (1994:43) one of the problems of English language teaching in Qatar is the relationship between teachers and students. Given what we have stated about the basis of the relationship between the male teachers and their students, it is perhaps not surprising that the relationship is characterised by a lack of care on the part of the teacher and lack of respect, trust and obedience on the part of the student. Similar views have been expressed by Al-Subai (1994:12), a former minister of

Education in Qatar. The relationship between female students and their teachers is not so problematic. In the first place, the female Qatari teachers have higher salaries than Arab expatriate males and they do not usually give private lessons. They are also younger on average than the male teachers, and better educated, so they tend to be more professional in their attitudes to teaching, and they treat students more tenderly than their male colleagues.

Another possible explanation for the more positive attitudes of female students could be that male teachers use a more authoritarian teaching style than females due to the influence of their culture and initial teacher training. Cultural tradition in many parts of the Arab world holds that a male is the master of the family, responsible for feeding, housing and educating his family. In return, he should receive respect and trust from the other members of the family. The male teachers' use of an authoritarian teaching style is reported by the 1994 report of the Ministry of Education of Qatar (1994:43). In this report, this authoritarian style is judged to be inappropriate for classroom management in Qatar. This is probably due the fact that the team who produced the report were four inspectors of English (two males and two females) and two researchers. Three of the inspectors were Qatari who, as we have seen, are well-disposed to innovation in classroom. They are different from the old inspectors in 1970's who were under the influence of the traditional methods. The report is based on the situation in boys' and girls' schools.

In accord with the cultural traditions that we have referred to, male teachers in Qatar tend to keep control by standing at the front of the class delivering the lesson. The students sit facing the front, listening attentively to the teacher and do not speak until they are allowed to do so. Any alteration to such an atmosphere may be interpreted by the teacher as a threat to his authority in the classroom. For example, if students attempt to collaborate in the execution of a task, the teacher will stop them because he fears that the collaboration may result in off-task behaviour. Similar findings are reported by Nunn (1996:360). His research shows that it is not expected that Qatari student should take the initiative in asking questions or starting communication with a teacher of English in the classroom.

Another reason for the use of an authoritarian teaching style by male teachers may be their initial teacher training. They were taught to teach using traditional methods in their countries. The 1994 report of the Ministry of Education of Qatar (1994:45) states that most expatriate Arab teachers were trained to use the audio-lingual method which was in vogue between the early 1950s and the mid 1970s. One of the principles of the traditional method is that students are expected to work alone while the teacher stands in front of the students talking most of the time. In contrast to their male colleagues, the female teachers are graduates of the University of Qatar, where they were trained to use the CLT method. They have a theoretical background in the method and practical experience in schools. As a result, they give students the opportunity to express themselves and to work in pairs.

One possible reason for the higher integrative motivation of the female students relates to the fact that they spend most of their time at home. There are very limited opportunities for them to be involved in leisure activities outside the home, so they spend their time watching Arabic and English films and listening to the radio. It is likely that the exposure to native speakers of English that the female students receive through the media results in them having a more positive integrative motivation to learning English than the male students. The male students have wider opportunities to be involved in leisure activities outside the home such as sports and social club activities. As a result, they have less exposure than the female students to native speakers of English through the media and this may explain their lower level of integrative motivation.

5.7.2 Qualifications

The second factor that influences attitudes is qualifications. The results from the students' questionnaire show that the father's qualifications affect the student's attitudes towards learning English. In general, the higher the qualifications of the father, the more positive attitudes are held by the student. However, the lowest mean scores for most of the attitudinal scales are from the Primary group, not the Illiterate group as one might expect. Most members of the Illiterate group come from the outer-city where the population is mostly from the working class. The men usually work in the army or in oil and gas production as unskilled workers. They receive lower salaries than the men in

the Primary group. However, they have higher aspirations than the men in the Primary group since they are keen to improve their social status through adult education and encouraging their children to learn English.

As one might expect, we find a similar result for the effect of the mother's level of education: the higher the mother's qualifications, the more positive the attitudes of the student. There are, however, some exceptions to this generalisation: the children of mothers in the Illiterate group have more positive attitudes than the children of mothers in the Literate group in relation to the English language and the English language textbook. They also have higher instrumental motivation. We might suppose that, as with the father's level of qualifications, the illiterate mothers have higher aspirations than mothers with some education.

5.7.3 Location of school

The third factor that influences attitudes is the location of the school. Results from the students' questionnaire show that children from the inner-city schools have more positive attitudes to the teaching of English than those from outer-city schools. As we have indicated above, the parents of the inner-city school children are better educated than parents of the outer-city school children. To be precise, the number of fathers with university and secondary qualifications from the inner-city is two times the number of fathers with this level of qualifications from the outer-city. It is to be expected that parents with a university level of education will value the English language more than those with few or no educational qualifications. However, as indicated above, working class fathers from the outer-city have higher social aspirations than those in the Primary group, most of whom come from the inner-city. The outer-city fathers give their children more encouragement to learn English than the Primary group. They believe that their children have the potential to gain a high social status in the society through education in general.

5.7.4 Nationality

Finally, we consider the effect of nationality. The results of the students' questionnaire show clearly that non-Qatari students have more positive attitudes than Qatari students. The majority of non-Qatari students are Arab expatriates, from countries such as

Palestine, Egypt and Jordan. They receive much more encouragement from their parents, who are relatively well educated but have low status in Qatari society. This is the likely explanation for the more positive attitudes of non-Qatari children towards English language education.

5.8 Summary

In this chapter we have presented the results of a survey of the attitudes of students, teachers and head-teachers regarding the teaching and learning of English as a foreign language in preparatory schools in Qatar. The attitudes surveyed have included attitudes towards the English language, teachers of English, parental encouragement, English text books, head-masters, the difficulties of using innovative methods, the teaching profession, students and in-service teacher training. We have also presented results relating to instrumental and integrative motivation, and the perceptions of teachers regarding the need for training in the implementation of CLT methods.

We have shown that there are four main factors affecting attitudes towards the teaching of English as a foreign language in preparatory schools in Qatar: sex, the qualifications of the parents, the location of the school and the nationality of the teachers and the pupils.

First we consider the effect of sex. The results show clearly that female students have more positive attitudes to teachers of English and have higher levels of integrative orientation to learning English. All male and female teachers and head-teachers have positive attitudes towards teaching English as a foreign language in Qatar. They also agree that the following are obstacles to implementation of CLT methodology in classroom: a lack of English resources, large classrooms, classroom organization and the lack of an English room. However, female head-teachers are less concerned than male head-teachers and both male and female teachers about the difficulties presented by classroom organization. This may reflect their relative lack of concern about discipline in classroom and their willingness to accept change from the typical teacher-centred mode of classroom organization. We explain this tendency by suggesting that in accordance with the Qatari culture, the females use less authoritarian style of management than the males and the female head-teachers have indirect relationship

with students. In other words, they do not teach English or other subjects and they may put more trust in the ability of the female teachers to teach and discipline female students.

Female teachers regard the high density of the English syllabus as an obstacle in contrast to the male teachers, who do not have this concern. This may reflect the fact that the female teachers are more enthusiastic and committed to the implementation of CLT principles in their teaching, and that the high density of the syllabus does not allow sufficient time for this. Male teachers use more traditional teacher-centred methods which are less demanding on preparation time.

All male and female teachers regard teacher training as important. However, female teachers regard the teaching of reading, speaking and grammar as more important than male teachers. We suggest that the explanation for this is that the female teachers are less experienced but more committed than their male colleagues and therefore feel the need for more training, particularly in core areas of the curriculum (i.e. reading, speaking and grammar).

Second, we consider the effect of the qualifications of the parents. The results from the students' questionnaire show that, in general, the higher the level of the parents' educational qualifications the more positive attitudes of the students towards English language education.

Third, we consider the effect of the location of the school. Students from the inner-city area, who tend to have white-collar parents, have more positive attitudes towards English than students from the outer-city areas. This is probably due to the higher level of the parents' educational qualifications.

Finally, we consider the effect of nationality. Non-Qatari students have more positive attitudes towards English than Qatari students. This again is most probably due to the higher level of education of non-Qatari parents and to the greater value that they, as expatriates of relatively low status in Qatar, place on education.

In this chapter we have discussed the quantitative data related to attitudes and perceptions. It is important to probe attitudes towards CLT methodology in depth through having qualitative data. This is the subject of the next chapter.

CHAPTER SIX

Qualitative Data Analysis

6.1 Introduction

In this chapter we present the results from three qualitative data collection instruments: a classroom observation checklist (see Appendix D) and two structured interview schedules, one for use with teachers and the other for use with students (Appendices F and G respectively). The observation checklist was designed to collect data relating to the roles of students and teachers and the effectiveness of the implementation of CLT methods in ELT classrooms in Qatar. The interview schedules were designed to examine the attitudes of students and teachers towards CLT methods and traditional methods. These three sources of data are complementary since they allow us to compare the perceptions of teachers and students towards the methods used with their actual behaviour in the classroom. We are interested particularly in the possibility of a mismatch between theory and practice. This may result in recommendations regarding appropriate methodology for language teaching, one of the expected outcomes of this study.

6.2 Analysis of classroom observation data

The classroom observation was conducted in boys' preparatory schools in Qatar in late 1998. Eighteen classes, involving children at ages varying from twelve to fourteen, were observed. The observation schedule described in Section 4.5.4 was used to count the frequency of various behaviours of teachers and students. The schedule is reproduced in Appendix D. Observation notes and summaries were also used to supplement the quantitative data.

Bearing in mind the research questions related to the use of CLT and traditional methods (see Sections 4.2 and 4.4), the eighteen completed observation schedules were collected and the 26 items representing the behaviour of teachers and students were grouped into 4 main categories: (i) the teachers' use of CLT methods, (ii) the teachers' use of traditional methods, (iii) the students' CLT-methods-oriented behaviour, and (iv) the students' traditional-methods-oriented behaviour (see Section 4.5.4.2 for details). Summaries and notes were selected on the basis that they represented the pattern of behaviours of teachers and students. For details of the criteria used for recoding of behaviours, see Section 4.8.4.

As we have indicated, the observation schedule included categories which were drawn from an analysis of CLT methodology (see Section 3.2) and of traditional methods (see Section 2.3.1). Therefore the methodology is deductive rather than inductive, in the sense that the behavioural categories included in the schedule were pre-selected. This approach was adopted because we were interested in the attitudes and behaviours of teachers and students regarding specific aspects of CLT and traditional methods. As a result of this deductive approach it was possible to make direct comparisons between the results of the two questionnaires, the interviews and the observation schedule, and this furthered the aim of identifying any mismatch between the attitudes and beliefs of the teachers and students and their actual practice. It is necessary to note that the observation and the interviews schedules were based on the assumption that both these instruments should attempt to answer the same questions which were addressed in the questionnaires, and the analysis of the results should be based on quantification.

The results will be presented in terms of the number of lessons where a particular behaviour was observed; this number will also be expressed as a percentage of the total number of lessons ($n = 18$). See Appendix E for a tabulation of the results.

6.2.1 Teachers' behaviour

In this section we consider the frequency of the teachers' use of behaviours related to CLT and traditional methods. We consider behaviours related to CLT methods first.

6.2.1.1 Teachers' use of CLT methods

Table 6.1 shows the number of lessons in which teachers were observed to use particular CLT methods.

Table 6.1: Number of lessons in which teachers used CLT methods

No	Item	Number of lessons (total = 18)	Percentage
2	Using L2 for explaining tasks	18	100.0
6	Using various techniques for vocabulary presentation	8	44.4
7	Paying attention to students' message more than form	18	100.0
8	Encouraging students to communicate in L2	18	100.0
9	Offering sufficient time for the average student to complete tasks.	12	66.7
10	Encouraging students to participate	18	100.0
12	Using various teaching aids	4	22.2
15	Asking students to read for a purpose	11	61.1
16	Asking students to listen for a purpose	5	27.8

The table shows that all 18 teachers used the L2 to explain tasks, paid attention to the content of students' messages more than the form, encouraged students to communicate with them in the L2 and encouraged them to participate. Twelve teachers (67%) offered sufficient time for the average student to complete tasks and eleven teachers (61%) asked students to read for a purpose. Eight teachers (44%) used various techniques for vocabulary presentation, 4 teachers (22%) used various teaching aids and five teachers (28%) asked students to listen for a purpose.

We now take each of these results in turn and provide an interpretation. As we have indicated, all the 18 teachers observed used the L2 to explain tasks. Much of this activity relates to the explanation of tasks in the Workbook. The observation notes indicate that a typical example of such behaviour was the teacher asking the students to answer questions related to a passage in the Pupil's Book. Thus in the summary written at the end of one visit, we note the following comment about the teacher (MM):

used the L2 most of the time to explain tasks and to give instructions.

We also note from Table 6.1 that all the teachers encouraged the students to communicate in the L2 and to participate in the classroom activities. That is, the teachers asked the students to respond in English and asked them to act out dialogues in pairs using English. In order to involve students in the lesson, teachers asked passive students to answer oral questions and praised them when giving correct answers.

Eleven teachers (61%) asked the students to read for a purpose. It follows that seven teachers (39%) did not ask the students to read for a purpose. This suggests that there was a lot of purposeless reading in the classes observed. This would not, however, be a correct interpretation of this result, since many of the lessons did not include any reading activities (see cells marked with 'NA' in Appendix E).

Twelve teachers (67%) also provided sufficient time for the average students to complete the tasks. It follows that six teachers (33%) did not provide sufficient time for the students to complete their tasks. We can interpret this as evidence that these particular teachers were interested more in the product of learning than in the process. It is common practice in these classrooms for the teacher to elicit the answers to exercises from good students and to put them on the blackboard to be copied by all the students. This is one strategy used by teachers to get the students to memorize the Workbook exercises in order to help them to pass the examination.

Eight teachers (44%) used various techniques for the presentation of new vocabulary. This may suggest that the remaining ten teachers did not do so. However, in two lessons (11%) new vocabulary items were presented but a variety of techniques was not used (cells marked with 'N' in Appendix E). In these lessons, the teacher probably used translation to save time.

In eight (44%) of the remaining lessons (cells marked with 'NA' in Appendix E) there were no new vocabulary items. If we discount them from the picture, the percentage of those who used various techniques for presenting new vocabulary items is 8 out of ten, i.e. 80%. This suggests that it is the norm when presenting new vocabulary items to use a variety of techniques. This conflicts with expectations that many teachers would not

use such techniques. Experience shows that most of the teachers are under pressure from the inspectors of English to complete the syllabus on time. Teachers also use translation to encourage students to memorize words in lists. We can appeal to the observation notes to resolve the conflict between expectation and the results of the observation schedule. The observation notes show that most of the teachers used only translation and elicitation from students. They did not use other techniques such as explanation in English and guessing from context.

We suggest that the teachers are influenced by their initial training which gives translation a prominent role in the classroom. One might interpret these results as evidence that teachers experience a conflict in relation to the use of translation in the presentation of new vocabulary. On the one hand, in line with official policy regarding the use of CLT methods, they are supposed to use various methods for the presentation of new vocabulary, while on the other hand, they prefer the more familiar traditional techniques involving the use of translation. This in turn forms an obstacle to language learning in classroom.

Consider now the use of teaching aids. Only four teachers (22%) were judged to have used various teaching aids. The remaining fourteen teachers (78%) used only the blackboard. This is probably due to the fact that using the blackboard is the easiest method of presentation. Other reasons could be a lack of teaching aids and/or lack of time for preparation. Many teachers are assigned thirty periods per week and each period lasts forty five minutes. This leaves insufficient time for materials preparation since teachers have other commitments such as checking students' written work and preparing lessons. We see here another example of conflict that teachers experience between what they are required to do and their actual practice. They are required to put the principles of CLT into practice but they are not given enough time to prepare the materials which are necessary to do this.

Five teachers (28%) asked the students to listen for a purpose. Three teachers did not ask students to listen for a purpose. It is recommended in the Teacher's Book that students should read the questions on the taped materials before listening to them. The two teachers who did not ask the students to listen for a purpose asked them to listen to the taped materials and then to answer the questions. In this way, the students did not

have a communicative purpose in mind before listening. The remaining ten lessons did not involve any listening tasks (see the cells marked with 'NA' in Appendix E). If we discount them, the percentage of teachers who asked students to listen for a purpose is 5 out of 8, i.e. 62.5%. This is consistent with expectations, since experience suggests that most of the teachers do ask students to listen for a purpose when they use audio-tape materials. Although there is a lack of tape-recorders in schools, teachers use this technique in classrooms whenever a tape-recorder is available. Teachers have no objection to listening to taped materials because it helps them to maintain order in the classroom, and it is also part of the officially promoted methodology.

6.2.1.2 Teachers' use of traditional methods

We consider now the frequency of the teachers' use of traditional methods (Table 6.2).

Table 6.2: Frequency of the teachers' use of traditional methods

No	Item	Number of lessons (total = 18)	Percentage
1	Using L1 for instructions	8	44.4
3	Correcting all errors	6	33.3
4	Teaching grammar explicitly	2	11.1
5	Translating texts	7	38.9
11	Dominating classroom activities	5	27.8
13	Encouraging students to compete with each other	18	100.0
14	Encouraging students to memorize a particular text	6	33.3
17	Encouraging students to read passages aloud	2	11.1

Table 6.2 shows that all 18 teachers encouraged the students to compete with each other. Eight teachers (44%) used the L1 for instructions, six (33%) corrected all the students' errors and encouraged them to memorize a particular text, two (11%) taught grammar explicitly and encouraged students to read passages aloud, seven (39%) translated texts and five (28%) dominated classroom activities.

The high frequency of Item 13 “Encouraging students to compete with each other” reflects a very distinctive feature of classroom life in Qatar. A very common mode of interaction is when the teacher asks questions to the whole class and encourages the students to ‘bid’ for the right to answer. Teacher SS, for example,

encouraged students to compete with each other through asking oral questions to the whole class. Competition dominated classroom activities.

This competitive mode of classroom interaction is rooted in the traditional culture of Qatar. Families encourage children to compete with each other in learning school subjects. This finding is consistent with Al-Hor’s (1996) observations regarding Qatari students in primary schools. Despite the fact that competition is widely used in the way we have described, the use of competition to motivate students is not compatible with the officially promoted method (CLT), which is based on cooperation more than competition. This finding, therefore, is further evidence of a mismatch between theory and practice in the ELT classroom in Qatar.

Only five teachers (28%) were judged to have dominated the classroom activities through talking most of the time in the classroom. However, we note also that all 18 teachers were judged to have encouraged students to compete with each other. We could take this as evidence that all teachers dominated classroom activities indirectly through repetitive insistent questioning during classroom activities.

There is an apparent inconsistency between the frequencies for Item 11 “Dominating classroom activities” (5 lessons, 27%) and Item 13 “Encouraging students to compete with each other” (18 lessons, 100%). We can account for this inconsistency by suggesting that in five lessons, the teacher dominated the activities most of the time by controlling the talk and in all 18 lessons, the teachers sometimes encouraged students to compete through repetitive questioning related to various language learning activities.

Nunn (1996:385) suggests that one purpose of this type of questioning is to help the students to reconstruct a text. He also suggests that this ‘reconstructive approach’ to language teaching may be productive in the Qatari context provided that it is adapted in the light of careful research. Nunn cites Marton (1988), who defines this approach in the following way:

A very controlled gradual development of language competence through prolonged participation in re-constructive activities. [...] The text controls and grades the input at the same time as providing lexis, syntax, phrases, collocations and idiomatic expressions as linguistic aids to production.

Nunn maintains that the thinking behind such an approach is that a text is a representation of the language system which can be exploited through using activities that help students to memorize part of a text.

We might therefore argue that the insistent repetitive questioning technique so characteristic of the Qatari classroom is productive since it serves to elicit responses in English, and these responses may include language expressions and phrases that can be used in conversation. However, even if there is benefit to be obtained from the text reconstruction technique it does not follow that memorization of complete texts is in itself an effective technique for promoting language learning.

The results of the observation schedule show clearly that the typical mode of interaction in the ELT classroom in Qatar is highly teacher-centred. It seems likely that this is true also of classes in subjects other than English. One explanation for this lies in the social traditions of Arab society with its strong emphasis on hierarchy and obedience to paternal authority. This strongly teacher-centred approach is, however, inconsistent with the principles of CLT methodology which place more emphasis on student-centred modes of teaching and learning, deriving from the Western culture of learning. Here again, we have evidence for a mismatch between theory and practice in classroom.

We consider now the use of the L1 and the L2. Eight of the 18 teachers observed (44%) were judged to have used the L1 to give instructions (such as asking students to read a specific page) and seven of them (39%) used the L1 to translate texts such as sentences and expressions. This use of the L1 seems to be inconsistent with the fact that all teachers used the L2 to explain tasks as indicated above (Table 6.1). The apparent inconsistency is resolved if we realise that most of the teachers used both languages in the classroom. The use of Arabic by the teachers may be due to the influence of their initial training and to the teachers' underestimation of the students' ability to communicate in English. The use of the L1 for giving instructions and translating texts is often thought to be inconsistent with the principles of CLT methodology since teacher

talk in the L2 constitutes an important form of input for students. It is clear, then, that a substantial minority of teachers uses the L1 regularly for giving instructions and through translation, contrary to recommended practice in CLT and the recommendations of the English Inspectorate in Qatar.

We suggest, however, that there is a place for the use of the L1 in CLT. Richards and Rodgers (1993:67) cite Finocchiaro and Brumfit (1983) who state that the use of L1 in CLT is permissible where necessary for students. Harbord (1992:353) states that the L1 facilitates communication between teachers and students in some situations. For example, teachers feel that explanation of grammar in the L2 is too difficult for students. Teachers themselves are not able to give clear explanations of grammar in the L2. Harbord questions the benefit of using the L2 in grammar explanations, particularly in contrast to the use of the target language in communication exercises. He maintains that the L1 also facilitates communication between students when they discuss tasks in classroom (Harbord 1992:354). However, he also quotes Atkinson (1987) who warns that reliance on the L1 has the effect of allowing the students to speak their mother tongue, even if they are able to express their needs in the L2 (Harbord 1992:351). Another consequence is that the students may not give due importance to the use of the L2 in the classroom.

Only six teachers (33%) corrected all of the students' oral errors, suggesting that the majority of the teachers allowed some errors to go uncorrected. This is probably due to the desire to encourage the students to speak English as indicated in teachers' interviews (see Section 6.3 where the teacher interview data are presented).

Only two teachers (11%) taught grammar explicitly. That is, they explained grammar rules that underlie sentences. This low frequency is probably due to the fact that grammar rarely occupies the whole lesson. The lessons focus on developing the four skills and there are no lessons exclusively devoted to grammar. Rather, grammar is integrated with the four skills and the teachers have to follow the instructions in the Teacher's Book in this respect. Although the construction of a sentence is illustrated in the Pupil's Book as a table showing parts of speech (for example, subject, verb and object), explanation of grammar rules is not recommended by the Teacher's Book. Therefore, teachers take this opportunity to explain the rules.

Another reason for the unexpectedly low frequency of explicit grammar teaching could be the desire of the teachers to please the observer. There is evidence to suggest that explicit teaching of grammar is common. For example, thirteen (65%) out of twenty teachers interviewed showed positive attitudes towards the memorization of grammar rules. Here again we find another area of conflict between theory and practice experienced by the teachers. The teachers' inclinations are to favour the memorization of grammar rules, but they are supposed to follow the text-books which focus on the inductive teaching of grammatical features.

Only six teachers (33%) encouraged the students explicitly to memorize texts by informing them that a specific text would be used in an examination. Teacher AN, for example,

encouraged students to memorize a piece of writing implicitly when informing them that it was important for the exam

The low frequency of this behaviour (33%) was unexpected since experience suggests that memorization of texts is common practice. It is possible that the teachers were reluctant to reveal their actual practice in order to please the observer. The suggestion that memorization of texts is common practice is supported by evidence from interviews with students, twenty four of whom (75% of those interviewed) reported that their teachers encouraged them to memorize texts. Further evidence that memorization is common practice comes from the observation notes, where it is noted that it was common for the teachers to get students to act out dialogues which had been memorized by heart.

Experience suggests that teachers use memorization for cultural reasons since Arab parents encourage their children to memorize school texts to help them pass the school examinations. Although English is a skills-based subject, teachers still include some content-based items in the exam. This practice is in contradiction with the principles of CLT method which puts emphasis on comprehension in reading and process in writing. The teachers' own preferences in relation to memorization are clearly in conflict with their obligation to follow CLT principles.

Only two teachers (11%) encouraged students to read passages aloud. This is consistent with expectations since experience shows that teachers used reading aloud in order to encourage low achievers to read correctly. Teachers may think that such practice develops students' reading skills. This may help students with pronunciation but it is less effective in developing comprehension skills.

6.2.2 Students' behaviour

In this section we consider the behaviour of students relating to CLT methods and traditional methods. We consider first the behaviour relating to CLT methods.

6.2.2.1 The behaviour of students relating to CLT methods

Table 6.3 shows the number of classes where students were judged to have used communicatively-oriented behaviours.

Table 6.3: The use of CLT-related behaviours by students

Item	Number of classes (total = 18)	Percentage
Using L2 for answering the teacher's questions	18	100.0
Using L2 for practice	18	100.0
Cooperating in doing tasks	3	16.7
Listening to each other while working together	3	16.7
Asking teacher for clarification	1	5.6

Table 6.5 shows that in all 18 classes the students used the L2 to answer the teacher's questions and for practice. Students showed cooperation in doing tasks and listening to each other in three classes (17%), and in one class (6%) they were judged to have asked the teacher for clarification.

The very low occurrence of cooperative behaviour reflects the infrequent use of pair-work. Experience shows that male teachers do not use group work at all though it is recommended by the Teacher's Book. This probably due to the teachers' belief that such techniques may result in disruption and a threat to their authority in classroom.

There was only one lesson when the students were judged to have asked the teacher for clarification. This lack of requests for clarification is characteristic of Qatari classrooms, since students are not expected to take the initiative in classroom interaction. Typically, the teacher rigidly controls turn-taking and choice of topic. This leaves little or no opportunity for the students to self-select during the lesson (see Section 3.4 in Chapter 3).

The domination of the lesson by the teacher could be due to the influence of teachers of other subjects whose teaching style is based on a one-way transmission of information to the students in the classroom. This observation is supported by Al-Thani (1993) who states that teachers of English in Qatar give students a minor role in classroom. Parents also encourage students to show respect to the teacher and to keep listening to him most of the time in classroom. Deference towards the teacher reflects the hierarchical social system of Qatar, and it is clearly incompatible with the principle of learner-centredness which is central to CLT methodology.

In all 18 classes, students used the L2 for answering the teachers' questions and for practice. This could be due to the teachers' encouragement to participate and to compete with each other. As indicated above, one reason for the use of such techniques is that they keep the students busy, thus helping the teacher to maintain order in the classroom. This is further evidence for a style of teaching based on domination by the teacher. In confirmation of this, we note that cooperation in doing tasks was observed in only 3 classes (17%) and listening to each other while working together was noticed in only three classes (17%). Furthermore, the cooperation is of a very limited kind, since 'cooperation' in this context means participating in open pair-work while acting out a dialogue for few minutes. Teacher OA, for example,

over-controlled the class so that students worked together for only two minutes.

Students were not observed working together on reading or listening tasks. Interviews with the students showed that 19 students (59%) had positive attitudes towards working together, so the low incidence of cooperative working is against the preferences of the students. Teachers think that cooperative work between students results in disruption or

at least might encourage students to engage in irrelevant talk in Arabic. They also think that pair-work is a waste of time and ineffective in teaching English. This is supported by the interview data (see Section 6.3.2.1).

The conflict we have noted between teachers and students regarding the use of cooperative pair- and group-work is one of the consequences of the policy of the Ministry of Education to implement CLT methods. There was no thorough study of the methods and how they might be introduced to the Qatari educational system.

6.2.2.2 Behaviour of students related to traditional methods

Table 6.4 shows the number of classes where students were judged to have used behaviours related to traditional methods.

Table 6.4: The use of behaviours relating to traditional methods by students

Item	Number of classes (n = 18)	Percentage
Working alone	17	94.4
Competing with each other	18	100.0
Showing desire for excessive explanations	0	0.0
Listening passively to the teacher	0	0.0

In all 18 classes students were observed competing with each other. As we have already indicated, competition in education is encouraged by teachers and parents in Qatar. In the interviews with students, twenty three students (72%) reported that their teachers and parents encouraged them to compete with each other. Most of the children are keen to try to answer the teacher's questions before their peers do. Here again we find a mismatch between the method-in-use and the principles of CLT methodology, which are based on cooperation rather than competition. It's worth noting, however, that 59% of the students interviewed showed positive attitudes to working together. This is probably because students needed to use co-operation more than competition in classroom. Teachers, however, are not in favour of cooperation (as indicated above in Section 6.2.3.). There is therefore a conflict between the desire of the students to work together and the preference of the teachers that the students should compete.

In 17 of the 18 classes observed (94%), the students worked alone. For example, they answered reading and listening tasks on their own. We explain this as being a result of the teachers' desire to keep the class under their control, and their reluctance to allow the students to work together because of the threat this poses to their authority in the classroom. Confirmation of this comes from the observation notes, where it is noted that teacher AA:

abandoned pair-work which was part of the lesson activities

This focus on working alone is not compatible with CLT methods which put emphasis on working together in the classroom in order to give the students the opportunity to be responsible for their language learning and to benefit from each other. However, teachers in Qatar insist on keeping students apart so as to maintain good discipline. So there is a conflict between the teachers' culture of learning which is based on the maintenance of their authority and CLT methods which are based on a more democratic Western culture of learning.

In all 18 classes, students did not show any desire for excessive explanation. This could be due to the fact that the tasks were clear to them and new vocabulary items were presented to them in lists on the blackboard. Furthermore, in none of the classes were students observed to be listening passively to the teacher (i.e. not paying attention). Rather most of them listened actively in classroom most of the time.

6.2.3 The teacher's role

We summarise here the salient points to emerge from the analysis of the observation data in relation to the role of the teacher in the classroom. The teachers encouraged the students to participate using the L2 for communication with them and with partners in open pairs. They also encouraged them to compete with each other in answering questions. They also disciplined students, explained tasks and asked them to work on tasks on their own. In general, the evidence suggests that in the lessons observed the teaching style is excessively teacher-centred, and that the teachers' primary concern is the maintenance of good order in the classroom. The general impression derived from the observation schedule and the observation notes is of a strongly teacher-centred,

authoritarian, teaching style in all the classrooms. As we have suggested, this authoritarian, teacher-centred style reflects the hierarchical nature of Arab society. As we have also suggested, the predominant teaching style is not in accord with the principles of CLT which are based on the value of a learner-centred methodology. Details of the central role of the learner in the CLT are discussed in Chapter Three, Sections 3.2 and 3.2.2.

6.2.4 The student's role

In general, the impression of the student's role derived from the observation schedule is that the student works alone and in competition with his/her peers. His participation is constrained by the teacher, who provides a limited role for the student through a focus on competition and teacher-student interaction. Cooperation was observed in very few classes. The low incidence of cooperation clearly has consequences for the students taking responsibility for their own language learning, and is inconsistent with the principles of CLT methodology which provide a central role for the student in the classroom and in the management of their own learning.

6.2.5 Summary

The evidence of the observation schedules and the observation notes indicates clearly that the introduction of CLT to schools in Qatar by the Ministry of Education has resulted in a conflict between policy and practice in the classroom, at least in the boys' schools. Some elements of CLT methodology are incompatible with the expectations of teachers and students, which stem from society and initial teacher training.

CLT methodology is based on the principles of learner centredness, cooperation, use of L2 most of the time and use of various teaching aids. The practice of male Arab teachers, on the other hand, reflects an authoritarian teaching style with an emphasis on working alone, competition, and use of the blackboard only as the main teaching aids.

Teachers of English in Qatar are required by the English inspectorate to attempt to put CLT methods into practice. However, the teachers in the boys' schools, most of whom are expatriate Arabs, have their own beliefs regarding teaching methods which derive from society and their initial teacher training. In order to effect a compromise between

CLT and the traditional methods, male teachers in Qatar use a hybrid method in the classroom. For example, they encourage students to read silently for comprehension but they also encourage them to memorize texts and to read aloud.

The behaviour of the students is broadly consistent with the expectations of teachers. Although students used the L2 for answering the teacher's questions and for practice and listened actively to the teacher, they rarely worked together or asked for clarification. Rather, they worked alone and competed with each other in most of the classes. The students' behaviour in the classroom stems from the influence of society and the practices of the male English teachers. Parents and teachers encourage the students to compete with each other in classroom. Teachers also encourage students to work alone most of the time rather than to co-operate in order to maintain good discipline. Working alone is also in accord with the nature of Arab society which is based on hierarchy. Due to the domination of the teachers, the students have little opportunity to ask for clarification in classroom.

We suggest that the observation evidence provides a number of important insights into the ELT classroom culture in Qatar. But in order to obtain a more complete picture of this culture, we have also used interviews with teachers and students. The results from these interviews will be discussed in the following section.

6.3 Analysis of teacher interviews

Twenty male English language teachers were interviewed. Female teachers were not interviewed because of the difficulty of obtaining access to girls' schools by a male interviewer. The interviews were held in the teachers' schools, and two teachers together were interviewed in most sessions. The interviews were based on an interview schedule which was originally written in English (Appendix G). Arabic was used as a means of communication and each session lasted for one hour.

Although Arabic was used in the interviews with the teachers and students, word for word translation of terms in the interview schedule was avoided. An explanation of the terms was provided to both parties. With the teachers, some terms (e.g. 'jigsaw reading', 'group work' and 'pair work') were used as they are in English since the teachers are familiar with such terms. The Teacher's Book also provides definitions of

these terms and explanations of how to put them into practice. The teachers also use the Teacher's Book in their lesson preparation. Despite the teachers' familiarity with these terms, there is some evidence of confusion or misunderstanding in the teachers' interpretation of the term. For example, they confused 'student-student interaction' with 'open pair-work'. The former is a semi-free activity whereas the latter is a very controlled one since it involves usually reading dialogues aloud from a text-book (see the evidence of this confusion below, Section 6.3.2.2). This confusion does not affect the validity of the interview data since only a few teachers confused the terms and all the remaining terms were clear to the majority of the teachers. However, this confusion was not noticed among students since, as indicated above, the terms were explained clearly to them in Arabic in simple language.

6.3.1 Method of analysis

The analysis is based on transcripts of the recorded interviews with twenty male English language teachers and 32 male students. A semi-structured interview schedule was used (see Appendices F and G), and the responses were transcribed in order to read the data carefully and to make as much of it as possible. The responses were then coded by the researcher in such a way as to make it possible to capture the attitudes of teachers and students towards particular aspects of CLT methodology and traditional methodology. In relation to CLT methodology, these aspects were (i) working together, (ii) student-student interaction, (iii) listening to taped materials and (iv) the use of English in the classroom. The aspects of traditional methods which were focused on were (i) working alone, (ii) memorization of texts, (iii) memorization of grammar rules, (iv) error correction, (v) competition and (vi) translation of vocabulary items. These categories were deliberately incorporated into the interview schedule. The topics raised in the interview schedule were, as we have seen, derived from the analysis of CLT and traditional methods which informed the design of the questionnaires. The interview schedules were therefore deliberately designed, for the purposes of validation, to provide data on precisely the same attitudes which were the focus of the questionnaires. It is clear that the analytic strategy is deductive, in the sense that the variables selected for analysis were derived from an *a priori* categorization of attitudes and behaviour.

One advantage of pre-selected categories is that it keeps bias on the part of the researcher to the minimum.

Once the data had been coded in the way described above, the responses relating to each category were grouped together. The responses in each category were then further grouped according to (i) the reasons given for the attitude expressed towards particular behaviours, and (ii) whether the attitude expressed was positive or negative. Two analytic strategies were adopted: a quantitative strategy and a qualitative strategy. The quantitative analysis was based on frequency counts of positive and negative attitudes expressed in relation to a particular technique or method (e.g. pairwork, or listening to tapes). The frequency counts were expressed as a percentage of the total number of responses in that category. The qualitative strategy was based on the use of quotations from the data; the quotations were selected so as to provide a representative picture of the full range of views expressed in the data. The analytic strategies adopted were intended to achieve an integration between a normative and an interpretive approach to the data.

6.3.2 The attitudes of teachers towards CLT methods

The attitudes of teachers towards CLT methods were reflected in their attitudes towards elements of the method such as working together, student-student interaction, listening to taped materials and use of English as a means of instruction.

6.3.2.1 Working together

Ten of the teachers interviewed (50%) showed negative attitudes towards the technique of working together. Representative of the reasons for these negative attitudes is the following extract:

A student may depend on his partner. So one of them does the task and the other works as a consumer but not as a producer.

Some teachers had negative attitudes towards jigsaw reading activities when students are required to share written tasks. In relation to this point, one of the teachers made the following point:

in jigsaw reading, students copy from each other instead of exchanging information. As a result I reduce pair- and group-work to the minimum... Therefore I change jigsaw reading to normal reading comprehension. In this case, each student reads two texts and answers questions on his own.

Another obstacle to the use of cooperative techniques is that some students engage in off-task behaviour and cause disruption when working co-operatively:

If we leave students to work together, they will cause disruption in the classroom.

Some teachers also maintained that working together provided students with a good opportunity for cheating:

Working together has a negative effect on students. It is better for students to work on their own in order to be self-dependent. A student may cheat from his partner and depend on him, instead of being self-dependent.

The teachers think that working together is not effective if it results in a loss of control in the class:

Working together is only effective when it is under teacher's control.

These teachers also do not have much confidence in the ability of the students to use English when working together:

Interaction between students and teachers is better than working together since a student may give wrong information to his partner, even if he is a good student.

Large classrooms are the source of another objection to the use of cooperative techniques:

Our problem is large classrooms. If we had a small number of students, working together would be appreciated by teachers.

Another problem is the low standard of many of the students:

There are individual differences among students. Some students are so less proficient that they are not able to read the alphabet. How would these students interact with their partners in English?

Then there is the lack of a room with the necessary facilities for teaching English:

working together is more effective than working alone. However, in reality, there is a lack of English room with relevant teaching aids.

In general, we may ascribe these negative attitudes to the following factors. First, a few teachers confused pair-work with group-work. The two are different since the latter requires a special arrangement such as the availability of an English room where desks, chairs and furniture can be arranged so as to make use of cooperative techniques. Most of the schools do not have such a room. In the schools which had at one time had such a room it had been converted to a normal classroom to accommodate increasing numbers of students. Group-work also requires good control of discipline by the teacher since in each class of 36 or more students there will be at least 6 groups with 6 members in each. This makes monitoring learning during group-work a demanding task.

Second, teachers are strongly influenced by their initial training. The vast majority of the male teachers of English in Qatar are Arab expatriates who were trained to use traditional methods. These methods tend to foster competition and individual work among students. The traditional methods are also based on the assumption that the teacher takes the dominant role in the classroom. In other words, he/she must take the initiative in conducting classroom activities and the students must react accordingly.

Third, there are factors to do with classroom organization. In most classrooms, students sit in rows facing the front of the class. A classroom usually contains four rows. The two rows in the middle are adjacent to each other but the other two are apart and next to the wall. This makes it difficult to organize pair-work. If desks are arranged to facilitate pair-work, this may be inconvenient to teachers of other subjects who prefer not to use pair-work. This is probably due to the teachers' belief that such techniques may result in disruption.

Finally, teachers tended to regard the use of cooperative techniques among students as a potential threat to their authority in the classroom. Teachers gave a high priority to keeping the class under their control at all times. This is evident from extracts from the interview transcripts such as the following:

Individual work is better than pair-work because you can't control pair-work.

Another teacher suggested that pair-work cannot be effective unless the students are monitored closely:

The teacher must closely observe students. If he stands by the blackboard and claims that they work together, there is no point in teaching, he must observe them while working together.

This point of view is reinforced by the following extract:

Working together is only effective when it is under teacher's control.

These negative attitudes reveal that there is a mismatch between the expectations of the teachers and the requirements of CLT methods with regard to the teacher's role. The teachers see themselves as the source of authority in the classroom, and as having a duty to exercise that authority. CLT methods, on the other hand, are based on a more egalitarian, learner-centred philosophy. The expectations of the teachers derive from the hierarchical structure of the Arab social system.

Despite the generally negative attitude towards working together revealed in the interview transcripts, half of the teachers (10) expressed positive attitudes towards working together. In fact five of them gave conditions to be met before implementation such as seriousness of students and discipline. It could be said that these five teachers pretended to have positive attitudes but the preconditions they stated could be regarded as an indicator of negative attitudes. This is supported by classroom observation which showed that cooperation was used in only three classes out of eighteen observed. The conclusion is that the majority of teachers are not in favour of students working together.

6.3.2.2 Student-student interaction

A striking point is that although half of the teachers interviewed held negative attitudes towards working together, twelve of them (60%) simultaneously held positive attitudes towards student-student interaction. There is little overlap between these two groups. This may suggest contradictory opinions within teachers themselves. This inconsistency

between attitudes towards 'working together' and 'student student-interaction' may be because teachers gave preconditions to successful implementation of the latter.

As indicated above, the term 'working together' should be taken to mean the use of pair- and group-work to complete reading and listening tasks. We use the term 'student-student interaction', on the other hand, to refer to mainly speaking activities involving the exchange of information between students. Extracts from the interview transcripts referring to preconditions for the success of this type of activity make it clear that this is the interpretation given to this phrase by the teachers.

First, one teacher suggested that students should have a good command of English:

If the students' standard in English is so good that it enables them to get in a dialogue using correct language, and the teacher is supervising them and corrects them, this is a good teaching technique.

Second, another teacher suggested that good discipline is required:

Pair-work is effective if it is under the teacher's control and used as it should be. However, if there is no control, it is a waste of time and students will achieve nothing from it.

Third, it was suggested that learners should take the activity seriously:

Working together is a good method when students are willing to do so. However, the reality is not as we expect [...] students are not serious in working together.

There is no doubt that good control of the class is essential for learning to take place. One might argue, however, that the other conditions mentioned above are not so crucial. It is possible that the teachers were reluctant to admit the real reasons for their lack of enthusiasm for student-student interaction, and that these points were put forward instead.

Another reason for inconsistency in the teachers' attitudes towards working together and student-student interaction is that some teachers probably interpreted the student-student interaction as an open-pair technique. Students in this type of activity are under the complete control of the teacher and the activity itself is highly controlled, so the

teachers do not face any problems in relation to this type of activity. This misinterpretation might explain the generally positive attitude towards this activity.

By way of confirmation of this interpretation, teacher MB expressed his appreciation of this technique saying that:

Pair-work is good, especially open-pair. Two students stand up in front of the class and read aloud a dialogue.

Teachers sometimes have no choice but to follow the instructions in the text-books:

Pair-work sometimes is effective since there are activities which require students to get involved in a dialogue.

Eight teachers (40%) showed negative attitudes towards student-student interaction. These teachers mentioned that the teachers' command of English is better than that of the students and members of pairs could be equal in language performance. So they do not benefit from each other. These teachers had also similar attitudes towards working together.

6.3.2.3 Listening to audio-tapes

14 of the 20 teachers (70%) interviewed showed positive attitudes towards listening to tapes. The following extract is representative of these attitudes:

Listening to tapes is very useful since there is no comparison between the teachers' accents and that of native speakers.

Some teachers are aware of the value of exposure to native speakers. One of them cited pedagogical reasons:

Taped materials involve the speech of native speakers who have higher language competence than ours. The teachers also can't act out the dialogues in the tape.

We suggest that there are several reasons for the positive attitudes expressed by teachers towards the use of audio-taped listening materials. First, listening to tapes does not conflict with the authority of the teacher in the classroom since the students have to be quiet in order to answer questions. Second, as an activity, listening is similar to

lecturing which is a central part of the traditional method. Third, students benefit from exposure to native speakers since it forms another source of input for language learning. Finally, teachers themselves benefit from the tapes since they are exposed to native speakers which may contribute to their competence in English.

Although the majority of teachers interviewed had positive attitudes towards the use of listening tapes, six of the teachers (30%) expressed negative opinions. They claimed that there were some problems with using such materials. That is, they are too fast for students to listen to, there is also no chance for students to ask about difficult words and some students do not pay attention when they are listening to tapes.

We suggest that these negative attitudes derive from the teacher's initial training, which puts more emphasis on reading and translation than listening to tapes. Most of the expatriate Arab teachers of English working in Qatar were trained in traditional methods such as grammar translation. According to Abo Galalah (1992), the methodology component of their training is based on the structural approach to foreign language teaching. In this approach, the teacher is regarded as the main source of knowledge about the target language, and little attention is given to other sources of input.

6.3.2.4 The use of English as a medium of instruction

18 of the 20 teachers interviewed (90%) held positive attitudes towards use of English as a means of instruction in the classroom. Despite this, they stated that they used Arabic to translate tasks and vocabulary items.

This constitutes evidence of a conflict between the teachers' beliefs regarding the use of the L1 and the principles of CLT methodology, which favours the use of the L2. However, as indicated above (Section 6.2.1.2) there is a place for the use of the L1 in the classroom according to CLT methodology. It's likely that the teachers' beliefs are based on their initial training which gives translation a prominent role in the classroom. Two teachers (10%) expressed negative attitudes towards the use of the L2, saying that it requires a good standard of English and only good students benefit from it. One of them stated the following:

Using English is useful. However, I translate difficult words only. Using English as a means of instruction is difficult since it requires students with good standard in English.

These teachers seem to be more influenced by their initial training than others and they have a very slow response to change. Although these teachers expressed such negative attitudes towards the use of English most of the time, they stated that they used Arabic to translate difficult words only. However, the classroom observation data showed that 7 out of 18 teachers used the L1 to translate texts. This may suggest that these two teachers use the L1 not only for translating difficult words but also for giving simple instructions such as asking students to open a specific page of a text-book.

In this section we have discussed teachers' attitudes towards CLT methodology. Now, we turn to discuss their attitudes towards the traditional methods.

6.3.3 Teachers' attitudes towards traditional methods

Teachers' attitudes towards traditional methods can be traced through their attitudes towards working alone, memorization of texts and grammar rules, error correction, translation of vocabulary items and competition.

6.3.3.1 Working alone

Eighteen teachers (90%) held positive attitudes towards the students working alone. They stated that the proportion of time they devoted to this mode of classroom organization ranged from 60% to more than 90%. Many reasons were given for this. First, if the students are working on their own it is easier to maintain control of the classroom:

If there is a lack of discipline, the teacher should use working alone technique.

Teachers are also obliged to follow the instructions in the text-book, as one of the teachers made clear:

I use working alone 60%. There are many tasks that require working alone.

Individual work also helps the teacher to identify the students' level of performance in English:

Working alone technique is like a test which gives you an indication of how much the students have learned from the lesson.

It is likely that the need to maintain control of the class is the main motive behind the preference for the students working alone. Although some tasks require the students to work alone and others require them to work together, some teachers used the former most of the time. Another reason could be their initial training which focuses on individual learning as a strategy. English teachers also do not want to be out of step with their colleagues in other subject areas, who use this technique all the time in the classroom.

The evidence suggests, then, that there is a conflict between the principles of CLT methodology, which stress the value of co-operation in the classroom, and the beliefs of the teachers, which are based on Arab culture and their initial training, which support individual learning for the sake of giving the teacher complete authority in the classroom.

6.3.3.2 The memorization of texts

14 of the 20 teachers interviewed (70%) had positive attitudes towards the memorization of texts (dialogues and paragraphs). Several reasons were given for this. First, it helps students when interacting with English speaking people. As one of the teachers pointed out:

It helps students to speak English and listen to English speaking people through TV and movies.

The suggestion is that memorization of texts helps students when they have to speak and interact with English speaking people, i.e. it helps them to use English in spontaneous interaction. The argument here is based on the discredited principles of the behaviourist approach to language learning, i.e. that learning a language is a matter of memorization, imitation and habit formation.

Second, according to these teachers, memorization is an effective language learning strategy, regardless of what is memorized:

English language is learnt through memorization of vocabulary items, expressions and topics.

It seems that this teacher's view reflects one of the principles of the audio-lingual method which suggests that memorization facilitates language learning through reducing mistakes to the minimum (Richards and Rodgers 1993:51).

Third, according to these teachers, memorization helps students to speak with the correct pronunciation. The students are encouraged to listen to the textbook dialogues many times on their own tapes at home and to follow the transcripts in their text-books until they memorize it. Then they repeat it aloud, and from memory, in front of the class. As one of the teachers said:

I encourage students to memorize short texts because they help students to speak and pronounce words correctly.

Fourth, the achievement tests used in the English language curriculum in Qatar require some items to be memorized. Therefore the teacher has no choice but to prepare students for these tests:

I encourage students to memorize texts because students are likely to be asked to reproduce them in the exam.

In Qatar, teachers usually write the examination which is based on the text-book (the Pupil's Book and the Work Book). The Work Book includes tasks to be done by students. For example, one of the tasks is to provide the missing part of a dialogue between two people. Teachers are keen to have this dialogue completed and memorized by students correctly. The students are asked to reproduce these dialogues in front of the class and in the exam.

One of the problems related to adequate testing is the lack of English language teaching objectives at the early stages of introducing the Crescent English Course in 1970s. According to Nunn (1996:397) the objectives were written later in 1982. It seems that these aims lack specific objectives (Nunn, citing Abo Galalah 1992). That is, the

objectives did not specify the language areas and skills which were to be tested. Nunn (1996:398) maintains that the Crescent course was taught for more than ten years with no clear objectives or test specifications.

Recently the English Inspectorate has produced test specifications for some grades at primary stage and they have also produced others for the whole preparatory stage. This is an attempt to rectify the situation and to reduce the reliance on the text-books. However, it seems that these specifications are not yet obligatory for English teachers. Therefore, teachers vary in taking these specifications into consideration when writing tests for their classes.

It's likely that the main reason for the use of memorization by teachers is that it helps students to prepare for the exams. This is a feature of English language teaching in Qatar which is mentioned by Abbara (1991). The use of memorization also derives from the teachers' culture. In particular, a high value is placed on memorization of the Koran and the sayings of the Prophet Mohammed in Islamic culture. Memorization, therefore, is regarded as an important strategy for knowledge acquisition. The fact that English is a skills-based subject does not seem to affect this perception.

A minority of teachers (6 out of 20, i.e. 30%) rejected memorization of texts on the grounds that it does not help students to use the language creatively. They stated that this strategy is useful for retaining language expressions but not for the content of language texts.

Current orthodoxy in foreign language pedagogy maintains that memorization of texts, particularly dialogues and short composition texts, is not an effective language learning strategy. In particular, memorization runs counter to the principles of CLT methodology, which focuses on process rather than product and on comprehension rather than memorization.

6.3.3.3 Memorization of grammar rules

Thirteen teachers (65%) had positive attitudes towards the memorization of grammar rules. They stated that memorization was necessary to help the students to speak and write correctly since they had little opportunity to practise the language outside the

classroom. Memorization of grammar rules also helped students to pass the exam and make correct sentences.

These teachers are probably under the influence of the traditional methods such as the grammar-translation method. Richard and Rodgers (1993:4) state that

Grammar-translation courses are remembered with distaste by thousands of school learners, for whom foreign language learning meant a tedious experience of memorizing endless lists of unusable grammar rules and vocabulary and attempting to produce perfect translation of stilted literary prose.

However, seven teachers (35%) had negative attitudes to the memorization of grammar rules. A representative view is as follows:

I do not encourage students to memorize grammar rules because they are not everything. Students should learn them through practice and repetition.

These teachers put emphasis on fluency rather than on accuracy. As one of them suggests:

Memorization of grammar rules is not important for the future but the use of them. We teach students how to communicate in English.

This teacher may mean that memorization of grammar rules does not help the students in their future studies, but rather the application of these rules in real life situations is more important.

In spite of these negative attitudes towards the memorization of grammar rules, the majority opinion among the teachers is in favour of this practice. This is probably a result of the teachers' initial training which focuses on the explicit teaching of grammar and also puts more emphasis on accuracy than on fluency.

It might be argued that the positive attitudes towards explicit grammar teaching expressed by these teachers in the interviews is a reflection of current developments in English language pedagogy, where there has been a re-evaluation of the role of explicit teaching of grammar, as exemplified, for example, in the current interest in consciousness-raising and focus on form (see e.g. Willis and Willis 1996). Experience

suggests, however, that this is not the case. It's probably fair to say that most of the English teachers in Qatar are not aware of recent developments in foreign language pedagogy. The male English language teachers in Qatar tend to teach grammar through drills. They put patterns on the blackboard along with the underlying rule then they ask students to work through substitution drills. In this way the focus is on form only; students do not experience grammatical items in use. Rather, structural patterns are presented out of context, a practice which is demotivating and which results in boredom and frustration. Teachers, however, have to follow the Teacher's Book which recommends teaching structure in context. It seems that the combination of both methods is more effective.

6.3.3.4 Error correction

All of the teachers held positive attitudes towards error correction. There was, however, disagreement regarding the frequency of error correction. Thirteen (65%) of the teachers were in favour of correcting only some errors in speaking in order to encourage students to speak English. As one of the teachers stated:

If the lesson is about a dialogue I do not correct all the errors in order to encourage the students to speak English.

It seems that there is a conflict between teachers themselves. Sixty five per cent of them are in favour correcting some errors which may reflect a preference for fluency. However, seventy per cent of them are in favour of memorization of texts which may indicate a tendency to accuracy. There is not necessarily a conflict here, though, since teachers need both to encourage students to communicate in English and to prepare them for the exam which includes content based items.

Three of the teachers (15%) said that they corrected most oral errors and four (20%) said that they corrected all oral errors. It is unlikely that the four teachers who claimed to correct all spoken errors actually did so since this would discourage communications in the classroom. So their statement is more likely to reflect their belief about the value of error correction than their actual practice.

Ten of the twenty teachers interviewed (50%) said they corrected all errors in writing. According to these teachers, this was due to the insistence of the parents. In fact some

parents, particularly the expatriate Arabs, are capable of identifying errors in their children's written work themselves. Most Qatari parents are not able to do this. We suggest that the teachers' justification for correcting all written errors is not the only reason for the insistence on error correction. We suggest that part of the impetus for this behaviour comes from the English Inspectorate. Part of the inspector's job is to make sure that the teacher has checked the students' written work. The inspectors of English, however, may vary in their view regarding error correction since they have different qualifications and educational backgrounds.

Teachers also said that if they did not correct errors, it would be difficult for students to forget them. There was not complete unanimity with regard to the correction of written errors. Six teachers (30%) said they corrected some written errors and four (20%) said that they corrected most written errors.

It is likely that the main reason for the strong belief in the value of error correction by these teachers is the influence of their initial training, which emphasizes accuracy in language production. The strong emphasis on error correction by these teachers is not in agreement with the principles of CLT methodology, where fluency is given as much value as accuracy.

6.3.3.5 Competition

All of the teachers interviewed had positive attitudes towards the use of competition in teaching English. Their justification for this was based on the following factors. First, the technique motivates students to participate in lesson activities:

Competition is a good technique because it encourages students, especially passive ones, to take part in the lesson.

One teacher suggested that competition encourages students to work hard:

Competition is a good technique because whenever a student feels that he is challenged, he works hard.'

The teachers use competition as a method of class control. As one of them pointed out:

Whenever a student feels that he is going to be asked by the teacher, he will pay attention. If you do not keep students busy, they will engage you in other things irrelevant to the lesson.

In competition, the teacher repeatedly directs questions to the whole class. The reaction is many hands raised in the class ('bidding'). Then the teacher nominates a student to respond. In this way, the teacher attracts attention and involves most of the students in the lesson.

As we have suggested above, teachers use competition to control the class. Although there are other legitimate reasons for the use of competition such as the nature of the task, teachers still favour the use of this technique to the extent that it dominates classroom activities.

Another explanation for the constant use of competition could be that it is rooted in the teachers' culture. Arab society encourages its members to compete with each other in the sense that each individual aspires to be better than others in their appearance, property and social standing. This view is transmitted to children through their parents and teachers. Interviews with students showed that thirty (94%) of them reported that their parents and teachers encouraged them to compete with their classmates. Classroom observation showed that all teachers used competition in classroom. This positive attitude to competition is incompatible with CLT methodology, which values cooperation more than competition and favours learner-centredness in classroom activities. The high value placed on competition in Arab society makes it difficult for teachers to give up competition for the sake of co-operation. It also indicates that one of the main obstacles to the effective implementation of CLT methods in Qatar is the values embedded in the culture.

6.3.3.6 Translation of vocabulary items

Nineteen teachers (95%) held negative attitudes towards the translation of vocabulary items. They were in favour of using other techniques such as pictures, miming, guessing from the context and elicitation from the students. Experience suggests that this result does not reflect the current practice of these teachers, many of whom use Arabic to translate vocabulary items in lists. This was evident from the classroom observation

data which show that only eight teachers (44%) used a variety of techniques for vocabulary presentation. Another indication of the widespread use of translation is that each student has a notebook which is used to copy words from the blackboard after translation. Here again, then, we find a mismatch between theory and practice. The teachers' use of translation derives from their initial training, which is based on the traditional methods such as the grammar-translation method.

This view is supported by Qotbah (1990) who states that the male teachers' classroom practices are based on traditional methods of language teaching. Teachers use translation to save time and effort since the syllabus is too dense to cover in a year. Teachers are also under pressure from the English Inspectorate to complete the syllabus on time.

The teachers experience a conflict as a result of pressure from the Ministry of Education to implement CLT methods while at the same time being subject to practical constraints which hinder the implementation of these methods, as well as holding beliefs about appropriate techniques for vocabulary presentation which are not consistent with CLT methodology.

6.3.4 Summary

Most of the teachers interviewed for this study (60%) had positive attitudes to student-student interaction, but these attitudes were dependent on certain conditions being fulfilled. These included the stipulations that the activity should not compromise good order in the classroom and that the students should take the activities seriously. Most of the teachers (70%) also expressed positive attitudes to listening to audio-tapes and to the use of English as a means of instruction (90%). In contrast to these generally positive attitudes to CLT methods, ten of the teachers (50%) had negative attitudes towards working together. In fact, we might argue that the majority of teachers had negative attitudes to working together since five out of the remaining ten teachers who had positive attitudes gave preconditions to be met as an indicator of implicit negative attitudes.

In relation to their attitudes towards aspects of traditional methods, most of the teachers (90%) had positive attitudes towards the students working alone, the memorization of

grammar rules (65%) and the memorization of texts (70%). All had positive attitudes to error correction and to the use of competition in the class. In contrast, nineteen (95%) expressed negative attitudes towards translation of vocabulary items.

The teachers' belief in the value of the students working alone and memorization derive from their initial training. Their belief in the effectiveness of competition is rooted in their culture.

A comparison of teachers' attitudes towards CLT methods with their attitudes towards traditional methods reveals that teachers are inconsistent in their attitudes. For example, they have positive attitudes towards the students working together and towards them working alone. Teachers' attitudes are also in conflict with the principles of CLT which are supported by the Ministry of Education and followed up in the classroom by the inspectors of English. These principles focus on cooperation more than competition and working alone, teaching grammar in context rather than teaching it out of context or memorizing relevant rules. CLT also focuses on comprehension rather than memorization of texts.

In the above section we have identified the salient attitudes of the teachers towards different aspects of English language teaching methodology. However, this is not sufficient to provide us with a complete picture of the culture of learning of the Qatari classroom. Therefore, it is important to probe the attitudes of the students since they are also stake-holders in the ELT enterprise.

6.4 Analysis of student interviews

The students' interview schedule was similar to that of the teachers. That is, they were asked to spell out their attitudes towards CLT and traditional methods. Some of the questions in the students' interview schedule were different from those in the teachers' schedule. Some of the terms used in the teacher's schedule were avoided so as to make it easier for the students to understand. For example, the term 'student-student interaction' was replaced by 'speaking to partner' in the students' schedule. Students also were asked special questions related to the influence of parents and English teacher. For example, students were asked whether their parents and teacher encouraged them to work alone. Another difference in the two schedules is that the teachers were asked to

spell out their use of specific techniques in terms of the percentage of time devoted to them; it was obviously inappropriate to ask the same question of the students.

Thirty two students from six preparatory schools were interviewed; twenty of them were from the inner-city and the rest from the outer-city preparatory schools. This helps to reflect the views of students from two different places and social backgrounds. Two students were interviewed in each session, and Arabic was used as the means of communication. Unlike the teachers, the students did not show any misinterpretation of technical terms, e.g. 'working together'. This is probably due to the fact that simple language was used in the schedule and use of linguistic jargon was avoided.

The interviews took place in an office provided by the school administration. No members of staff were present during the interviews. This safeguard was taken to avoid the possibility that the students would give answers which they thought they were supposed to give rather than the answer which they really felt. The students were taken out of the lessons and they were informed that their views were important for the development of teaching English in Qatar. All the interview sessions were tape-recorded but the students were informed that the recorded responses would not be revealed to any member of the school staff. This helped to reveal genuine and spontaneous responses. Two students were interviewed at the same time but each question was addressed to each student in turn and each one had an equal opportunity to respond. This helped to provide a comprehensive coverage of the views of all the students attending the interview. The students sat beside each other facing the interviewer with a table in between.

The interviewer systematically varied the order of questions. For example, Question One was addressed to student A and then to student B. In the next question the order was reversed. This encouraged the students to express their own feelings regardless of the feelings of his partner. It was possible that interviewing in pairs results in the problem that each student influences his partner. However, changing the order of questioning minimized this problem. Each interview session took forty five minutes and the interviewees were thanked at the end of the sessions.

6.4.1 Method of analysis

All the taped-recorded sessions were transcribed into the same ten categories as those which were used in coding the teachers' interview transcripts. Another two categories were generated later, namely, reasons for attitudes and type of attitudes (positive or negative). The last category was quantified to show the percentage of the positive and the negative attitudes.

6.4.2 The students' attitudes towards CLT methods

The students were asked to indicate their feelings towards the following aspects of ELT methodology: working together, listening to taped materials, student-student interaction and use of English as a means of instruction.

6.4.2.1 Working together

19 students of the 32 students interviewed (59%) showed positive attitudes towards working together. One of the students expressed his feelings saying that:

I like working with my partner because we help each other in doing tasks.

The above quotation suggests that when students do pair-work, they always work with the same partner, but not with other students. This is due to the fact that in Qatari classrooms it is not expected that students share tasks with other students. Teachers may think that such behaviour will result in disruption. Moreover, the head-teacher may interpret such behaviour as an indicator of lack of discipline in classroom. This observation is echoed by Nunn (1996:287):

Neither teachers nor students are used to dealing with activities in which students have to circulate freely in classroom and interact with each other with a minimum of supervision by the teacher. In fact such activities in the Qatari context would be viewed as disorderly and unsuitable for the classroom.

The students, however, found working together very useful since they felt that they benefited from each other. As one of them said:

I like working together because we help each other in discovering our mistakes.

One of the points which is often made against the use of pair-work is that students are not capable of providing effective feedback. However, it could be argued that good students are more able than others to provide feedback on some tasks. The above student may refer to a good partner in English helping with reading comprehension tasks such as jigsaw reading or information gap activities. The focus in such tasks is on comprehension rather than on pronunciation or spelling mistakes. If a good student gives a wrong answer, the teacher is moving around giving feedback or he may check students' written work after the lesson.

An interesting point is that students discovered that working together had contributed to establishing a good social atmosphere in the classroom. Thus one of them said that:

Working together strengthens relationship among students and gives us the chance to help each other in doing tasks.

The above quotation may suggest that although the students have plenty of opportunity to socialize with each other outside the classroom, they have little opportunity to do so inside the classroom. It also may suggest that the atmosphere in the classroom when they are doing pair-work is more relaxed than when the teacher is talking, and this contributes to their enjoyment. The positive attitudes of students towards working together are in contrast with the attitudes of the majority of teachers interviewed who have negative attitudes to this mode of classroom organization.

Despite the generally positive attitude towards working together, thirteen students (41%) expressed negative attitudes towards this type of activity. They suggested that working alone made them more self-reliant and this was important when it came to the exam, when there was nobody to help them. They also stated that working together resulted in some students not paying attention to the task.

These negative attitudes towards working together expressed by some students are probably due to them being influenced more than the others by the practices of the male English teachers. The classroom observation data show that co-operation was used only in three classes out of eighteen. However, the majority of students are in favour of working together. This may suggest that the students as a body would like pair-work to be used more frequently than it is used in practice by teachers. This may indicate the

students' desire to have more opportunity to express themselves in pairs rather than in teacher-class interaction. This is due to the fact that teacher restricts students' contribution in classroom activities. This is supported by Nunn (1996:263) in describing a discussion in a secondary school classroom in Qatar:

During the eight exchanges (teacher-class interaction) in this discussion, all eight initiations were produced by the teacher. All sixteen responses were produced by students. For one of these, a student self-selected [...] but other attempts at self-selection were ignored. All eight negotiations were produced by the teacher, as were all eight terminations.

There are two distinct groups here: the group which express positive attitudes (59%) and the group which express negative attitudes (41%). This may suggest that all the students are aware of both the positive and negative aspects of working together.

6.4.2.2 Listening to audio-tapes

Twenty-six of the thirty-two students interviewed (81%) showed negative attitudes towards listening to taped materials. The reasons given for this were (i) the taped materials are too fast to follow and are not clear, (ii) students do not know the meaning of some difficult words included in the materials, and (iii) some students do not pay attention to these materials in the classroom.

A few of the students expressed positive attitudes to listening to tapes. One of them stated that:

I prefer listening to the tape to listening to the teacher because he sometimes pronounces words wrongly.

The above extract may indicate that there are some teachers who are not proficient enough in English so that they are easily identified by their students. Abo Galalah (1992:18) shares a similar view regarding teachers' proficiency level (see Chapter Two, Section 2.4.1.1.). Teacher talk in English is one source of input which contributes to language development. However, if students receive ill-formed language input, it is likely that this will affect their output in the classroom. It is likely that the English teachers' educational background contributes to their low standard in English. Arab expatriate teachers are graduates of Arab institutions where English is used as a means

of instruction only for English language courses. However, English in Arab society is regarded as a foreign language and the teachers lack practice in using English. Although some teachers have a good command of English due to having spent time in an English speaking country, the majority of Arab teachers have a relatively poor command of the language.

CLT methodology is a challenge to Arab teachers since it requires them to focus on communication in classroom. The English language team of ALECSO (1982b:6) identified the low proficiency level of Arab teachers in Qatar in the early stages of the implementation of the CLT curriculum and they recommended the following:

Teachers should be encouraged to improve their command of English (especially with regard to writing and speaking) hence the need to continue arrangements whereby teachers who need help are asked to attend language improvement classes.

In order to comply with the requirements of CLT, teachers of low proficiency should develop their communicative competence and proficiency in English. However, it is not easy to for teachers to accept such suggestions, particularly the experienced teachers. They may view it as an implicit criticism of their professional competence.

The Ministry of Education of Qatar usually does not appreciate the arrangement of in-service language improvement courses for English language teachers since it is not its responsibility. Rather, it is the responsibility of teachers themselves or their countries.

Some of the students are used to spending their holidays in English-speaking countries, and they are used to speaking and listening to English-speaking people. As one of them pointed out:

I like listening to taped materials because I listen to native speakers who are better than the teacher in speaking English. I learn also from the tape how to listen to native speakers.

It is a reasonable inference from this point that the students who expressed negative attitudes towards listening were those who had little exposure to native speakers of English. In Qatar, English is taught as a foreign language for six periods a week, each period lasting for forty-five minutes. The only exposure that many of the students have

to native speakers of English is through the classroom tapes. For these students, the materials seem too fast for them to follow. In the interview, the question on this aspect of CLT suggests an implicit comparison between listening to the tape and listening to the teacher. It is not surprising that some students, faced with this comparison, should express a preference for listening to the teacher. The students also regard the teacher as the main source of information about English, since he explains difficult words and answers their questions. These points are expressed in extracts such as the following:

I prefer listening to the teacher because he explains the difficult words for us.

It seems that the teachers often read transcripts of the conversations on the tapes aloud to the students. As a result, they are more used to listening to the teacher than to the tape:

I prefer listening to the teacher because his talk is clearer.

Due to the frequent use of translation by the teacher, some students regard listening to the tape as less helpful than listening to the teacher:

I prefer listening to the teacher because the tape does not translate, whereas the teacher does.

The extracts above lend weight to our suggestion that the teachers sometimes read texts aloud for students, specifically dialogues. This could be due to lack of a tape recorder and because the teachers think that the taped materials are too fast for students to follow.

The extract also may suggest that the students prefer a deductive approach to language learning rather than an inductive approach. That is, the students prefer explanation and translation from the teachers to guessing the meaning from the context. Holliday (1997) and Nolasco and Arthur (1986) reached similar conclusions regarding the teaching style preferences of Arab students in Egypt and Morocco respectively (see Chapter 3, Section 3.4).

It is important not to oversimplify a complex picture here. As we shall see from Section 6.4.3.5, the majority of students had negative attitudes towards the translation of vocabulary items (indicating a preference for an inductive approach) and preferred other methods such as using a picture and guessing from the context. The evidence suggests that students vary in their preference for deductive vs inductive approaches in language learning.

As we have seen, some of the students have positive attitudes to the use of taped listening materials and some have negative attitudes. We have suggested that the attitude which the student expresses may depend on whether they have been exposed to native speakers of English or not. Those who have been exposed to native speakers tend to have positive attitudes to the listening materials since they prefer listening to native speakers than to the teacher, whereas those who have no experience of listening to native speakers find the tapes too fast and they prefer listening to the teacher because the teacher gives them support by translating difficult terms and reading the dialogues aloud from the transcript. For those students who prefer listening to the teacher, we might argue that there is a mismatch between their preferences in respect of listening and the principles of CLT methodology, which favour diverse sources of input.

6.4.2.3 Student-student interaction

22 of the 32 students interviewed (69%) had negative attitudes towards student-student interaction. Their reasons included the following: their partner often made mistakes, their partner did not correct them if they made mistakes themselves, their partner might give them wrong answers and their partner had the same information as they did, so there was no point in the interaction.

We have already established that the students had positive attitudes towards ‘working together’. We see here that, in contrast, the majority of the students had negative attitudes to student-student interaction (see the distinction between these terms in Section 6.3.2.2). We suggest that the reasons for the negative attitudes towards student-student interaction are similar to the reasons for the negative attitudes towards listening to taped materials. That is, the students make a comparison between ‘student-student

interaction' and 'student-teacher interaction' and they prefer the latter. These feelings are expressed in statements such as the following:

I prefer talking to the teacher because he does not make mistakes, but my partner does.

These students also have little confidence in their partners. As one of them stated:

I prefer speaking to the teacher because he corrects me. My partner has similar information to mine. The teacher's language is also better than his.

It is likely that the students' insistence on error correction derives from their failure to appreciate the distinction between fluency and accuracy. The purpose of student-student interaction (see the definition in Section 6.3.2.2) is mainly to promote fluency and to encourage the students to speak to each other in English. The students quoted in the passages above, however, preferred to focus on error correction, even when it is inappropriate.

6.4.2.4 The use of English as a means of instruction

Twenty-eight (87.5%) of the students held negative attitudes towards the frequent use of English in the classroom. This was probably due to the influence of the teachers. Most of the students reported that their teacher used Arabic to translate instructions in the textbook and difficult vocabulary items. The classroom observation data show that eight teachers (44%) used Arabic to give instructions and seven of them (39%) translated texts such as statements and questions.

We have suggested above (see Section 6.2.3) that there is a place for the L1 in CLT but it is clear that the use of the L1 to explain tasks is controversial. In Qatari classroom there is a tendency for many teachers to use the L1 where it is not necessary. Arab expatriate teachers use the L1 because the students' standard in English is not compatible with the use of L2 most of the time. In the interviews, one of the teachers stated that he used to use English most of the time when teaching in his own country. However, when he came to Qatar, his use of the L2 encountered resistance from students and, as a result, he sometimes used the L1 in the Qatari classroom.

Students at this stage have learnt English for from three to five years. This amount of exposure to the L2 is sufficient to understand simple classroom instructions. It seems that the accumulation of some teachers' use of the L1 has affected the students' attitudes to the use of the L2 in the classroom.

Having discussed students' attitudes towards CLT methods, now we turn to the discussion of their attitudes towards traditional methods.

6.4.3 Traditional methods

Students were asked to speak about their attitudes towards the techniques of working alone, memorization of texts, memorization of grammar rules, error corrections, translation of vocabulary items and competition.

6.4.3.1 Working alone

16 of the 32 students interviewed (50%) had positive attitudes towards working alone. One representative view was as follows:

It is a good idea to work on your own because you are self-dependent.

Working alone is a common practice in schools and any alteration is regarded as an aberration:

I prefer to work alone because if you work with your partner, you will start off-task behaviour.

Working alone is not only supported by English teachers, but also by teachers of other subjects. In fact all students reported that their teachers encouraged them to work alone and the interview data show that eighteen teachers (90%) were in favour of working alone. Classroom observation show that there was little cooperation among students in doing classroom activities.

Another explanation for the preference for working alone is probably the prevalence of rivalry in Qatar society. People like to be better than others in terms of their life style (See 6.3.3.5). Many parents encourage their children to work alone, as the students report in the interviews. So it seems that the students' culture is the dominant influence in determining their attitudes to working alone. There are some good students who are

keen on competition and gaining higher scores in the examination than their classmates. As one of them stated:

I like to be self-dependent because there is no one to help in the exam.

In contrast to this positive attitude, half of the students held negative attitudes towards working alone. These students were in favour of the technique of working together which we have discussed above (see Section 6.4.2.1).

The evidence suggests that there is a divergence between the attitudes of teachers and students towards working alone. As we have seen, 90 per cent of the teachers are in favour of this technique, whereas 50 percent of the students have positive attitudes towards working together. Recall that the majority of teachers are not in favour of working together. This suggests clearly that the students are more progressive in their attitudes than the teachers, at least with respect to the use of cooperative techniques.

6.4.3.2 Memorization of texts

Twenty five (78%) of the students interviewed had positive attitudes towards the memorization of texts. A representative view is expressed in the following quotation:

I like to understand and memorize some texts because we learn new words from them.

Another reason for favouring memorization is that the students believe it contributes to their oral proficiency in English:

I memorize texts because they help me to speak with English speaking people.

Students are encouraged by their teachers to memorize short dialogues after listening to them on tapes in classroom. Then the students use their own tapes at home which contain the same dialogues and they attempt to memorize them with the help of the transcripts in the textbook. It may well be true that this memorization of dialogues helps the students with pronunciation and to some extent with speaking since the dialogues include useful language functions such as requests and apologies. However,

it does not help to develop oral proficiency since this requires interaction with English speaking people. For further discussion of this point see Section 6.3.3.2.

Students are also implicitly encouraged to memorize texts as aids to good performance in the examinations:

The teacher encourages me to memorize texts because we may be asked to reproduce them in the exam.

The generally positive attitudes towards memorization expressed by the students can be attributed to the influence of the teachers, who encourage them to memorize texts in order to pass the exam. It is relevant to recall at this point that the teacher interview data show that fourteen (70%) of the teachers had positive attitudes to text memorization. Students also receive encouragement from their parents to memorize texts.

In Chapter 3 Section 3.3.2.2 we indicated that in the Islamic culture of learning there is an emphasis on memorization (not, though, to the exclusion of other styles of learning and teaching). Memorization is not only encouraged by English teachers but also by teachers of other subjects. It is relevant to recall at this point that teacher interview data show that fourteen (70%) of the teachers had positive attitudes towards text memorization. The use of memorization is rooted in the Qatari society and it is sensible to acknowledge this cultural preference in learning styles rather than to neglect it completely.

Although the majority of the students expressed positive attitudes towards the memorization of texts, a minority of seven (22%) expressed negative attitudes. They stated that memorized texts were quickly forgotten, and that understanding them was more effective.

6.4.3.3 Memorization of grammar rules

All the students showed positive attitudes towards the memorization of grammar rules. One representative view is expressed as follows:

I memorize grammar rules because they help me to speak English, especially when I travel abroad.

The students also appear to think that memorization of grammar rules contributes to their proficiency in spoken English:

If I memorize grammar rules, I do not make mistakes in speaking.

The students need an explicit knowledge of grammar for their future study of English. With this in mind, one of them pointed out that:

I memorize grammar rules because they are useful in the future, especially at secondary school and university levels.

It is evident that the students confuse accuracy with fluency. They can produce correct sentences but they may not be able to communicate with English speaking people. Li (1998:687) refers to a similar problem encountered by Korean teachers in attempting to implement CLT in a Korean secondary school. They complained that although the students were proficient in grammar and writing, their standard in speaking and listening was so low that they were not able to use communicative activities in classroom.

The apparent failure of Qatari students to appreciate the distinction between accuracy and fluency is probably due to the fact that none of the students interviewed had spent time in an English-speaking country. R. Ellis (1996b:615ff) quotes Montgomery and Eisenstein (1985) who examined the proficiency of two groups of working class Hispanic students. The first group attended regular classes focusing on accuracy and fluency and they were also provided with opportunities to communicate with English-speaking people. The other group contained similar students but they only attended form-focused classes. The results indicated that the former group outperformed the latter in grammar, accent and in success in English language examinations. This study suggests that classes where the focus is only on form do not facilitate the acquisition of fluency in communication.

One factor behind the positive attitudes of the students towards the memorization of grammar rules is likely to be the need to pass the examination (see Section 6.3.3.2). Another factor is likely to be the teachers' attitudes. Recall that the interviews with the teachers showed that thirteen teachers (65%) had positive attitudes towards the

memorization of grammar rules. Some of the students also made this point explicitly in the interview, stating that their teachers encouraged them to memorize grammar rules.

A third reason for the preference for memorization is likely to be the students' culture of learning. As we have indicated above, the Islamic culture of learning puts considerable emphasis on the memorization of texts. This may encourage the students to memorize texts as recommended by the teacher.

6.4.3.4 Error correction

All the students interviewed expressed positive attitudes towards error correction. Fourteen of them (44%) were in favour of the teacher correcting of all errors. Twelve (37%) of them preferred that most of errors should be corrected. However, six of them (19%) preferred that some errors should be corrected rather than all errors. The teachers, however, had opposite feelings. That is, 20%, 15% and 64% were in favour of correcting all, most and some errors respectively. The significant differences here are in the proportion of students in favour of all errors being corrected (44%) compared to the proportion of teachers in favour of this (20%), and the proportion of students in favour of only some errors being corrected (19%) compared with the proportion of teachers (64%). The evidence suggests that the teachers have a more liberal attitude towards errors than the students.

We might argue that this is more evidence for a lack of awareness among the students of the distinction between accuracy and fluency. While the teachers are aware that correcting all errors is in conflict with the development of fluency, students think that correcting all or most errors contributes to the development of speaking skills.

6.4.3.5 Translation of vocabulary items

Twenty three of the students interviewed (72%) expressed negative attitudes towards the translation of vocabulary items. They preferred other techniques such as pictures, miming and guessing from the context. They reported that their teachers often used translation for vocabulary presentation. However, nine (28%) of them had positive attitudes towards the use of translation and reported that their teachers used translation as well as the other techniques mentioned above.

We suggest that the students' attitudes to the translation of vocabulary items are negative because the other techniques introduce an element of variety or novelty into the classroom routine. Also, they may favour other methods because they see these other methods as more effective. The students' positive attitudes are in conflict with the current practice of the teachers who often use translation (see 6.3.3.6). This suggests that the students are more favourable towards innovation in the classroom than the teachers.

6.4.3.6 The students' attitudes towards competition

Thirty (94%) students held positive attitudes towards competition. The following extract is a representative view:

I like competition because it helps me to gain high scores in the exam.

Students usually keep silent during the lesson and take part only when they are asked to do so. Thus any opportunity to participate is welcomed:

I like competition because it encourages me to participate.

Teachers encourage students to memorize words and dialogues and ask them to reproduce them orally in front of the class. As one student put it:

I like competition because it helps me to retain information.

Students also regarded competition as a strong motivating factor in their study of English:

I like competition because it encourages students to work hard.

It is very likely that encouragement from the teachers is one of the factors underpinning the students' positive attitudes towards competition. The classroom observation data show that all 18 teachers encouraged the students to compete with each other. Another factor behind the positive evaluation of competition could be the students' culture. They reported that their parents encouraged them to compete with other students in order to gain higher scores in English. This finding reflects the similar findings reached by Al-Hor (1996) regarding competition in primary schools in Qatar.

This positive attitude towards competition may indicate that there is a contradiction between CLT method which is based on co-operation more than competition and students' belief in competition which is rooted in Qatari society. However, two (6%) students expressed negative attitudes towards competition. They stated that other students were better than them in English, and the teacher gave preference to these other students when selecting students to answer questions.

6.4.4 Summary

To summarize, 19 of the 32 students interviewed (59%) expressed positive attitudes towards working together. This reflects their appreciation of change in classroom methodology and their wish to express themselves in doing tasks together using English and Arabic languages. However, most of the students (69%) had negative attitudes towards student-student interaction which involves the use of the L2 only. This is probably due to a lack of awareness of the distinction between accuracy and fluency since students want to focus on error correction in a fluency-oriented activity (student-student interaction). Most of the students (81%) had negative attitudes towards listening to taped materials. This is perhaps not surprising, given that these students have little exposure to native speakers of English and given the lack of tape recorders in schools.

Most of the students (87%) expressed negative attitudes towards the frequent use of English by the teacher of English. This may be due to the influence of the teachers who use the L1 to give instructions according to classroom observation.

In general, the evidence suggests that although there are some negative attitudes towards some aspects of CLT, the students hold more progressive attitudes than the teachers. One could see this as a positive indication of the possibility of introducing innovation in ELT classrooms in Qatar.

As for traditional methods, sixteen of the students interviewed (50%) expressed positive attitudes towards working alone. These attitudes are probably a result of the prevailing practices adopted by the teachers; it is also likely that the students are aware that there are some advantages to working alone. Twenty five (78%) of them expressed positive attitudes towards the memorization of texts. We suggest that this is likely to be a result

of some misconceptions regarding language learning. The students view language learning as a process of habit formation and they believe that memorization of a whole dialogue can foster language learning and communication. They also receive encouragement from their teachers and parents to memorize texts. The examinations are a third factor that encourage memorization by the students.

All of the students were in favour of the memorization of grammar rules. This could be due to a lack of awareness of the distinction between fluency and accuracy. Students are not aware that memorization of grammar rules may not assist communication.

All the students were in favour of error correction. This too could be due to lack of awareness of the distinction between fluency and accuracy. The students believe that having their errors corrected helps fosters the ability to communicate.

Thirty students (94%) were in favour of competition. This is probably due to the practices of the teachers who frequently ask questions to reconstruct texts from the textbooks. Another factor could be the students' culture of learning which favours the use of competition in the classroom.

Against these generally positive evaluations, we note that twenty three students (72%) expressed negative attitudes towards the translation of vocabulary items. This is probably because of a preference for other techniques such as the use of pictures which introduce novelty into the classroom. It is also possible that students are expressing a perception that translation is less effective as an aid to vocabulary acquisition than other techniques.

6.5 Conclusion

The results of the analysis of the qualitative data in this study reinforce the impression that the attempt to introduce CLT methodology into the Qatar educational system has been a failure. The main reason for this failure is that CLT methodology is, in many respects, incompatible with the preferred method-in-use of the male expatriate Arab teachers of English. In addition to a conflict between theory and practice, the analysis has revealed that there are conflicting attitudes both within the teachers themselves and between the teachers and the students.

The first type of conflict is between some of the English teachers and some of the students. Ten (50%) teachers expressed negative attitudes towards working together. In comparison, nineteen (59%) students expressed positive attitudes towards this particular technique. We explain this difference in perceptions between teachers and students by supposing that the teachers' main concern is discipline and the maintenance of their authority (deriving from the hierarchical structure of Arab society), whereas the students are more interested in cooperation in the accomplishment of tasks and in novelty and variety in the classroom routine.

Another area of conflict is in the attitudes of teachers and students regarding 'student-student interaction'. While twelve (60%) teachers expressed positive attitudes towards this technique, twenty two (69%) students evaluated it negatively. We suggest that the differences in attitudes here are probably due to different interpretations of the term 'student-student interaction'. Teachers interpret the term as referring to open-pair activity (i.e. two students reading a dialogue aloud in front of the class), which, because of the high degree of control it affords, is in accord with their belief in the value of authority in classroom. The students, on the other hand, interpret it as a free or semi-free dialogue in English. Students claim that their partner does not correct them when they speak to each other. The students in fact are not aware that the purpose of the activity is fluency rather than accuracy.

A third area where the attitudes of teachers and students are in conflict is in regard to listening to taped materials. Fourteen (70%) of the teachers expressed positive attitudes towards this activity, but the majority of the students (twenty-six, i.e. 81%) expressed negative attitudes. The teachers cited pedagogical considerations in support of their attitudes; we suggest the need to maintain discipline as another relevant factor. The student, on the other hand, reported difficulty in understanding the materials because of their excessive speed. We explain this difference by supposing that there is a lack of sufficient exposure to native speakers of English and lack of tape recorders.

Similar conflicting attitudes were found regarding the use of English in the classroom. While eighteen (90%) teachers expressed positive attitudes to the use of English, twenty eight (87.5%) students evaluated it negatively. We suggest here that the teachers' opinions are not consistent with their practice, since the observation data shows that

they use translation frequently, often reported by the students. It is likely, therefore, that that the students are influenced by the teachers' practice in classroom.

However there is no conflict between teachers' and students' attitudes regarding traditional methods. Both students and teachers hold positive attitudes towards working alone, memorization of texts, memorization of grammar rules, error correction and competition. Both students and teachers have negative attitudes towards the use of translation in presenting new vocabulary items. Nevertheless, in practice many teachers use translation as a time-saving device, as reported by students in the interviews. Generally speaking, both parties have positive attitudes towards traditional methods.

The second type of conflict is evident in the attitudes of the teachers themselves.. Half of the teachers interviewed expressed positive attitudes to the students working together but in practice, as the classroom observation shows, most of the teachers prefer the students to work on their own most of the time. The interview data also show that most of the teachers had positive attitudes to student-student interaction (a term which implies co-operation), while the classroom observation data show that co-operation was noticed in only three classes.

Having identified the attitudes held by teachers and students, we now attempt to summarize the factors which underlie these attitudes. We suggest that the following factors are the main contributory factors in determining the attitudes of teachers towards CLT methodology and towards traditional methods.

First, we have suggested that the need to maintain discipline in the classroom is a powerful consideration in the minds of teachers in relation to all of the methodological points raised in the interviews. Half of the teachers have negative attitudes to the students working together because of the need to maintain control of the class. However, they hold positive feelings towards open pair-work and listening because these activities form no threat to their authority in the classroom and there are sound pedagogical reasons for the use of listening. It is not, therefore, surprising that teachers hold positive attitudes to working alone and competition since they foster discipline in classroom.

Second, we have also suggested that the teachers' initial training is an important factor in determining their attitudes. It is likely, for example, that the teachers' negative attitudes to the students working together are due to the influence of their initial training, which stresses the value of individual effort and competition. We see the influence of the initial training also in the positive attitudes of teachers towards the memorization of grammar rules and texts, error correction and the translation of vocabulary items.

Finally, we have appealed to the influence of Arab societal values as a factor which helps to explain teachers' attitudes. In particular, we have suggested that the teachers view memorization and competition as effective strategies since they are rooted in the hierarchical traditions of Arab society.

We consider now the principal factors determining the attitudes of the students. First and foremost, there is the influence of the teacher. The teacher's behaviour in class explains the positive evaluation of memorization of texts and grammar rules and competition. Second, because of their limited exposure to native speakers of English, most of the students have difficulty in following audio-tapes. Third, the students' culture is a powerful influence on their attitudes. As we have suggested, parents encourage the students to compete with each other and to memorize texts, and this contributes to the positive attitudes that the students have towards these techniques.

Although the CLT method has been the official policy in English language teaching in Qatar since the 1970s, there are still substantial difficulties in the implementation of the method. These difficulties stem partly from the attitudes of the teachers and partly from the attitudes of the students. Consistent with the generally negative evaluation of CLT methodology, both teachers and students value traditional methods more highly.

It could be said that both teachers and students are under pressure from the Ministry of Education of Qatar to accept CLT methodology as a whole. At the same time they have their own personal beliefs about teaching and learning English, stemming from the teachers' initial training and culture, which conflict with CLT methods. Therefore, the implementation of CLT methods could be viewed as a failure in the Qatari ELT classroom. However, although in general the balance of attitudes of the students towards

CLT methodology is negative, like that of their teachers, the evidence suggest that the students have more positive attitudes towards working together than their teachers.

Having discussed the qualitative data in this chapter and the quantitative data in the previous one regarding attitudes and practices in the classroom, it is necessary to provide a summary of the results, discussion of their significance, conclusions and recommendations. This is the subject of the next chapter.

CHAPTER SEVEN

Conclusions

7.1 Introduction

This chapter provides a summary of the findings related to the research questions raised in Chapter 4 (Section 4.2, page 81). On the basis of these findings and the principles of curriculum innovation management which are discussed in this chapter, we draw conclusions regarding the conditions which need to apply if ELT curriculum innovation in Qatar is to be successful.

7.2 The implementation of CLT methodology in Qatari classrooms

It was indicated in Chapter Three that CLT methods are based on the principle that language is used for communication. The learners are expected to be able to communicate with English speaking people. Another feature of the CLT method is that it provides the learners with a central role in the classroom. That is, they are expected to be responsible for their own learning and to be capable of working independently of the teacher.

They are also encouraged to take the initiative, negotiate meaning and to go through the process of learning. The teacher's role however, is to sacrifice part of his or her authority and to work as a guide to help the students to do the tasks which are set for them. The teacher should also cater for individual differences among learners and should provide them with tasks that contribute to their language development. The evidence that has been presented in Chapter 6 suggests that the beliefs and practices of the male English language teachers and students in Qatar are incompatible with the officially promoted CLT methodology. It also shows that the attempt to introduce CLT

methodology in Qatar has resulted in conflicting attitudes within the teachers of English themselves and between the students and the teachers.

First, we consider the incompatibility between the practices and attitudes of the teachers and students and the principles of CLT methodology. The classroom observation data show that male expatriate Arab teachers adopt an authoritarian teaching style which stems from the hierarchical nature of Arab society. The predominant teaching style of all 18 of the teachers observed was a repetitive insistent questioning of the students. This is designed to encourage competitive 'bidding' among the students. In the Qatari context, as Nunn (1999:37) has suggested, this type of questioning is commonly used as part of a process of reconstruction of texts which have been already learned.

All of the 20 teachers interviewed expressed positive attitudes towards competition. The classroom observation shows that male teachers very rarely used pair-work, and they explained this reluctance to use pair-work as being due to the possibility of disruption and because it posed a threat to their authority in the classroom. Similar objections to the use of pair- and group-work have been reported by LoCastro (1995) in Japan and Holliday (1997) in Egypt (see Chapter 3, Sections 3.3.2.1 and 3.3.2.2). In spite of this observed reluctance to use pair-work, in interviews half of the teachers expressed positive attitudes towards students working together. This contradiction between theory and practice suggests a conflict between what the teachers think they should do and their actual practice.

Probably due to the influence of their initial training, the teachers use both the L1 and the L2 in the classroom. Although there is a place for the use of the L1 in CLT methodology, the L2 should be used for as wide a range of communicative functions (including giving instructions) as possible in the classroom. It is commonly argued that teacher talk in the L2 serves as input which contributes to the development of language learning. As we have seen (Chapter 6, Section 6.2.1), eight (44.4%) of the observed teachers used the L1 for giving instructions such as opening a text-book, while eighteen (100%) used the L2 for explaining tasks. These data suggest that the teachers use both the L1 and the L2 for a variety of purposes in the classroom, including giving instructions and explaining tasks. As we have indicated, the teachers are supposed to

use the L2 for these purposes, so here again there is evidence for a contradiction between theory and practice.

The behaviour of the male students is, in general, consistent with the beliefs of the male teachers. The students worked individually in most of the classes which were observed. A preference by students for working alone rather than working together has been reported by Kramsch and Sullivan (1996) in Vietnam, Shamim (1996) in Pakistan and Nolasco and Arthur (1986) in Morocco (see Chapter 3, Section 3.3.1.3). Our interview data, however, show that more than half of the students interviewed (19 out of 32) were in favour of working together. This may suggest that the preferences of some students are not in line with practices of the teachers.

The classroom observation data also show that the students compete with each other in all classes. Interviews with students show that most of them are in favour of competition and that their parents encourage them to compete. The most likely explanation for this is that, for cultural reasons, the parents want their children to gain high scores in the examination. Similar results are reported by Al-Hor (1996) in Qatari primary schools (see Chapter 2, Section 2.4.2).

Another significant finding from the classroom observation data is that the students hardly ever ask for clarification. This behaviour is not surprising since according to Qatari culture, students are not expected to take the initiative in the classroom. Similar observations are made by Nunn (1996) in the same context (see Chapter 3, Section 3.4). The male teachers of English also encourage this behaviour through their dominance of student-teacher interaction and a preference for having the students work alone rather than in pairs. This type of interaction probably leaves little or no room for the students to take the initiative in the classroom. This interaction is characterized by the familiar Initiation-Response-Feedback exchange described by Sinclair and Coulthard (1975). For further details see Chapter 3, Section 3.4.

It is clear from the results that have been reported that there is a substantial contradiction between policy and practice following the introduction of CLT methods in Qatari EFL classrooms.

We consider now the conflicting attitudes between teachers and students relating to the use of CLT methods. The interview data show conflicts between the attitudes of teachers and students, and within the teachers themselves.

We consider first conflicts within the teachers. As we have seen, there is a conflict between what teachers say they do and their actual practice in the classroom. These conflicts are probably due to the difficulty that the teachers have in resolving the conflict between the pressure from the Ministry of Education to put the theory of CLT into practice and their own, very different, beliefs and practices. As an example of this, half of the teachers interviewed have positive attitudes to the students working together but in practice, as the classroom observation data show, most of the teachers prefer the students to work on their own most of the time. As another example, the interview data show that most of the teachers value student-student interaction (a term which implies co-operation) whereas the classroom observation data show that cooperation was observed in only three classes.

We consider now the question of the extent to which the attitudes of the teachers are in line with those of the students. The evidence shows that there are differences concerning student-student interaction and listening to taped materials. As indicated above, half of the teachers hold negative attitudes to working together, while more than half of the students are in favour of this technique. In general, we can say that teachers are concerned about authority whereas the students are interested in co-operation more than in individual work.

A similar conflict has been identified regarding student-student interaction. Sixty percent of teachers hold positive attitudes towards student-student interaction. In contrast, sixty nine per cent of students hold negative attitudes towards this technique. Furthermore, the teachers' interpretation of the phrase 'student-student interaction' is different from that of the students. The teachers interpret the phrase as referring to open pair-work, in which they exert a high degree of control, whereas the students interpret it as a semi-free dialogue. Students explain their negative attitude to pair-work as being due to the fact that they receive no correction during oral interaction. They are clearly not aware that the purpose of the technique is to promote fluency rather than accuracy.

There is also a discrepancy between the attitudes of the teachers and those of the students to listening to taped materials. Most of the teachers value listening to taped materials, probably for pedagogical and classroom management reasons. Listening to taped materials provides a good source of input and it also facilitates the maintenance of discipline. However, most of the students have negative attitudes towards listening to audio-tapes. This could be due to insufficient exposure to native speakers of English, lack of tape recorders and the teachers' practice of reading aloud from the transcript for the students.

Similar conflicting attitudes were found regarding the use of English in the classroom. While most of the teachers had positive attitudes to the use of English, most of the students had negative attitudes to it. It is likely that the students are influenced by the behaviour of the teachers since, as the student interview data show, the teachers regularly use the L1 for giving instructions and for the translation of vocabulary items. In other words, due to the teachers' regular use of the L1, the students perceive the change to the L2 negatively in the classroom.

To set against these divergences of opinion between the teachers and the students, the data show that there is agreement between them regarding memorization of grammar rules, memorization of texts, error correction and competition. It is worth noting that all of these features of classroom life are typical of what we have called 'traditional methods'.

It seems that both teachers and students have misconceptions regarding accuracy and fluency. Teachers and students believe that memorization of grammar rules and texts fosters oral fluency. It may be that, in respect of their attitudes towards memorization, the teachers are under the influence of their initial training. This, as we have seen, is based on traditional methods such as the audio-lingual and the grammar-translation methods. According to the principles of CLT methodology, however, memorization of whole texts and grammar rules does not contribute to fluency in speaking. It is likely that the students' attitude towards memorization is influenced by the teachers who, as the interview data show, encourage them to memorize grammar rules and texts. This is a typical behaviour of teachers who come from a collectionist academic culture which fosters content-based pedagogy (see the discussion of Holliday's [1997] work in

Chapter 3, Section 3.3.2.2). The students are also under the influence of their culture which encourages memorization. A third factor behind the positive attitude of the students towards memorization is probably the examination system, since the examination usually includes items which can be answered by memorizing texts and rules from the text-book.

From the above discussion, it seems that CLT methodology has not been implemented effectively in the classroom in Qatar. Ultimately, this derives from the fact that the behaviour and beliefs of the teachers are incompatible with the principles of CLT methodology. This behaviour and these beliefs derive, in turn, from Arab society and from the teachers' initial training. Similarly, the behaviour and beliefs of the students are in conflict with the principles of CLT methodology, and this behaviour and these beliefs derive from Qatari society and from the influence of the male teachers. Although both teachers and students share many attitudes, they differ in respect of their attitudes towards cooperation in the classroom, where the students have more progressive attitudes than the teachers.

7.3 Difficulties of using CLT methodology

We have noted that many of the practices in the classroom, such as the use of memorization, competition, and the dominant role of the teacher, derive from Arabic culture. Arabic culture places a high value on hierarchy, respect for elders and competition; furthermore, Arab literacy practices place a high value on memorization. We have also noted that many of the classroom practices owe their origin to the initial training of the teachers, which is based on the traditional methods. All of these factors may be regarded as obstacles to the successful implementation of CLT methods.

In addition to these factors, most of which relate to deep-seated attitudes and beliefs, there are other factors relating to educational provision which one may regard as obstacles to the implementation of CLT methods. The data presented in Chapter 5 suggest that all the male and female teachers and the head-teachers agree that the following are obstacles: a lack of English resources, large classrooms, classroom organization in which students sit in rows and desks are set apart for individual work, and a lack of an English room. Furthermore, the female teachers regard the high density

of the syllabus as an additional obstacle. As we have noted, the female teachers are younger than the males, and they are Qatari nationals. It is likely that they are more open to innovation and they are aware that, in order to successfully implement CLT methods, students need to be given adequate time to complete tasks in pairs or on their own.

7.4 Background factors affecting the attitudes of the English language teachers and students towards teaching English in Qatar preparatory schools

We have seen that the attitudes of the teachers and the students are incompatible with CLT methodology and there are factors that may hinder its implementation in the classroom. This in turn affects the effectiveness of English language learning and teaching in schools. In addition to these factors, there are other background factors that influence the attitudes in general as presented in Chapter 5. The most salient of these factors are sex, qualifications, location of school and nationality.

First, we consider the effect of sex. The data from the students' questionnaires show that all the students have positive attitudes to learning English. However, the female students have more positive attitudes to the teachers than the male students. This could be due to the fact that the teachers of the female students are Qatari female teachers who have had initial training in CLT methodology. It is likely that they provide their students with more opportunity to express themselves and to work in pairs than is afforded to the male students. The male teachers use an authoritarian teaching style which puts restrictions on interaction between students in the classroom.

The questionnaire results also show that the female students have a more positive integrative orientation to learning English than the male students. In accordance with Qatari traditions, the female students usually stay at home most of the time, revising their lessons and watching foreign films, whereas the male students have more opportunity to take part in leisure activities outside the home such as sports. It is likely that this exposure to native speakers through the media contributes to the positive orientation of the female students towards learning English.

The results of the teachers' questionnaire indicate that all the teachers have positive attitudes to the teaching of English. Both male and female teachers regard the elements

of teacher training (see section 5.4.3) as important for better implementation of CLT methodology. However, the female teachers assign a higher importance to the teaching of reading, speaking and grammar than the males. Although the females have had initial training in the use of CLT methods, it seems that this is not sufficient to enable them to put theory in practice. Therefore they need more practical training in areas where they encounter difficulties. Regarding reading, they may need to know how to teach different purposes of reading such as for specific information and for details. They also need to make a balance between accuracy and fluency regarding teaching speaking skills. They may need to have some guidance regarding teaching grammar either inductively or deductively in classroom. These recommendations, however, do not mean that the expatriate Arab male teachers do not encounter difficulties in implementation regarding these three areas, even though they have had in-service teacher training. We have seen above that there are contradictions between the attitudes and classroom practices of the male teachers and they have some misconceptions regarding accuracy and fluency in teaching English.

All the head-teachers have positive attitudes to the teaching of English. However, the female head-teachers ascribe less importance to 'classroom organization' as being an obstacle to innovation than the male teachers. This may suggest that the female head-teachers are more open to innovation and use a less authoritarian management style than their male colleagues.

Second, we consider the effect of qualifications. The data from the student questionnaire shows that the higher the qualifications of the father, the more positive the attitudes of the student to the teaching of English are likely to be. There is one notable exception to this generalisation: the children of fathers whose highest educational qualification is at the Primary level have the lowest mean scores on the attitudinal scales; this is contrary to the natural expectation that the group whose fathers had the lowest level of qualifications would have the least positive attitudes. We ascribe this apparent anomaly to the fact that the illiterate fathers receive lower salaries than the fathers with Primary level qualifications. In consequence, the illiterate fathers who usually come from the outer-city have higher aspirations and are more keen to improve

their social status through encouraging their children to learn English than the fathers with Primary level qualifications.

The findings regarding the effect of the mother's level of education are similar: the higher the level of the mother's qualifications the more positive the attitudes of the student. Here again, though, the children of illiterate mothers have more positive attitudes than the children of literate mothers towards the English language and textbooks. They also have higher instrumental motivation. As with the father's qualifications, we suggest that the children of illiterate mothers have higher social aspirations than the children of literate mothers.

Third, we consider the effect of the location of school. The questionnaire results show that the children who live in the inner-city have more positive attitudes than children who live in the outer-city. This is probably due to the fact that parents of the inner-city children have higher qualifications than the parents of the outer-city children. One slight complication in this result is that, as indicated above, the children of parents with a certain level of education have less positive attitudes than the children of illiterate parents. We have suggested that this is because illiterate parents, most of whom live in the outer city, have higher social aspirations for their children than parents with some level of education.

Finally we consider the effect of nationality. The questionnaire results show that non-Qatari students have more positive attitudes than Qatari students. Most of the non-Qatari students are Arab expatriates from countries such as Egypt and Jordan. Their parents have higher qualifications than the parents of Qatari students but many of them have relatively low status in Qatari society. Therefore, they value education and encourage their children to learn English more than Qatari parents.

7.5 Principles of curriculum innovation management

The foregoing discussion makes it clear that there are problems associated with the implementation of change in the educational system of Qatar. Needless to say, problems in the management of curriculum innovation are not unique to Qatar; we consider now what has been written on this topic from the perspective of other educational contexts.

7.5.1 Change is systemic

Change takes place in a multi-system context. The systems which need to be considered include cultural, political, administrative and educational systems, as well as the interactional system of the classroom (Kennedy 1988:331, Markee 1997:172). These systems constitute a hierarchy in which the systems higher up in the hierarchy influence those which are lower down, and vice versa, with the cultural system being probably the most influential. Kennedy (1988:333) argues that change agents face three kinds of difficulties in relation to multi-system contexts: they may encounter difficulties if (i) they are unaware of the nature of the systems, (ii) they are aware of the systems but do not provide solutions from within them, or (iii) they attempt to change the systems.

We have seen in Chapter 3 that a mismatch between the culture of learning and teaching in Qatari schools and the need for innovation resulted in difficulties in the acceptance of change in the ELT curriculum. Markee (1986) provides an interesting case study of a similar situation in Sudan. He gives an account of the way in which political, structural, educational and administrative systems affected the implementation of a course designed on CLT principles. His aim was to develop a course in English for Specific Purposes for students at the College of Engineering and Scientific studies at Khartoum Polytechnic (KP). The formal aim of the institution was to prepare middle level technicians for employment in different sectors of the Sudanese government. English was supposed to be used as the medium of instruction as recommended by the college authorities and there were five other colleges comprising the polytechnic.

Markee's account highlights the importance of taking into account the socio-cultural factors of the host institution as a variable in course design. There were also external factors which may have been in conflict with the internal culture of KP. Markee shows that there was a conflict between the needs of the institution and the general educational needs of the nation regarding the use of English as a means of instruction at tertiary level. English in Sudan is associated with the British colonial period when English was the official language of the government. After independence English was retained as the official medium of instruction at tertiary level. The need for nation building and feelings that language is a vehicle of culture led to a policy of Arabicization in the secondary education sector and in many tertiary institutions in Sudan. The policy of

Arabicization was reinforced by the low standard of students in English at secondary level. However, against this, there were institutional interests, represented by senior administrators at KP, who argued that it was important to retain the use of English as a medium of instruction since there was little scientific research published in Arabic.

In the Civil Engineering Department which is the focus of Markee's study, English and Arabic were used by both teachers and students. The teachers used English to deliver lectures, to label tables and diagrams on the blackboard, to assess the students' performance, to answer their questions and to examine their understanding of the lectures. The students used English for note-taking, but, because of their low standard of English, they would use Arabic when engaged in problem-solving activities in class and they would code-switch from Arabic to English when the need arose.

In response to these conflicting linguistic, political and administrative preferences, Markee decided to design materials which would meet both the needs of the students and the requirements of the socio-political context. The students differed in their commitment to English. Some students wanted to be able to gain access to information in foreign publications and were committed to maintaining the high status of English. Other students, who had problems with English, supported Arabicization. There was also external political pressure to decrease the status of English in the institution. Despite these pressures, Markee, in his role as course designer, gave Arabicization a secondary priority.

Markee's approach was supported by the fact that the administrators were against Arabicization. Many of the science textbooks were in English and if the medium of instruction had been changed to Arabic, it would have been very expensive in terms of time and money to translate the textbooks into Arabic. In addition to being the medium of instruction, Markee decided to regard English as a library language. That is to use it to access scientific references. He also decided to write a reading course to act as a supplement to the students' technical materials. This was due to the fact that students were not trained to read for information. The reading course was designed to contribute to the general educational and future academic needs of the students.

It could be said that the cultural and political systems are the most influential factors in innovation. A government may have its political reasons behind introducing change. The change may be instituted but it has little opportunity of survival if it is in contradiction with the prevailing social culture. In Chapter Three we have seen that the Ministry of Education of Qatar introduced CLT to schools in 1976. However, little change was observed in schools (see section 3.4 for details).

Fullan and Miles (1992:75) and Markee (1997:172) draw attention to other change factors: primary and secondary innovation. Primary innovation includes involving teachers in designing materials and tests, developing teaching skills and adding value to the curriculum. Further development requires that these primary innovations are followed by secondary innovation which involves staff orientation and meetings (administrative) and pre-service teacher preparation (academic). Further details of primary and secondary innovation are discussed below.

The discussion to this point indicates that the successful implementation of curriculum change is problematic. We consider now what principles should underlie attempts at curriculum innovation.

7.5.2 Change requires an effective strategy of management

Three major models of innovation strategies are commonly recognised: power-coercive, empirical-rational and normative-re-educative (White 1988:127, Markee 1993:237). The power-coercive strategy makes use of political, administrative or economical power to introduce innovation. This strategy may be selected when there is initial resistance but it may fail if it does not have the consent of those who have to implement the policy.

The empirical-rational strategy is based on the assumption that people are rational beings and that they are likely to appreciate change if it is justified and for their own benefit (White 1988:128, Markee 1993:237). This model makes use of research as the basis for innovation. That is, it starts with basic research, followed by applied research, development and testing of prototypes, mass production and packaging of materials.

One limitation of this model lies in its view of the people responsible for implementation as passive agents of change. The model also fails to take sufficient

account of communication difficulties between those initiating change and those responsible for implementing it. Further details of the role of communication in curriculum innovation are discussed below. White (1988:129) suggests that the acknowledged limitations of the empirical-rational strategy does not mean that it should not be adopted by change agents. An appeal to reason can sometimes be effective in innovation.

The third strategy (normative-re-educative) gives more weight to socio-cultural and personal factors, on the assumption that these factors significantly influence behaviour (Markee 1993:238, White 1988:130). One particular strength of this model is that it allows for the possibility of role exchange since teachers may take on the role of change agent through their participation in the process of planning for change. Markee (1997:175) suggests that the process of innovation in this strategy starts with identifying the problem. Then solutions are suggested after clarification of misunderstandings and consultation with the adopters. Finally solutions are implemented on a trial basis and evaluation is conducted after sufficient time. Alternative solutions can be presented if the initial ones are not effective.

In addition to the three models of curriculum innovation outlined above, Markee (1993:238) proposes a fourth model: the linkage model. This model is a hybrid of the above-mentioned models. The combination of methods in the linkage model allows more interaction between change agents and adopters. A distinctive feature of the linkage model is that it takes into account the use of economic power to fund innovation projects which are based on research and training. Moreover, the linkage model also allows for negotiation between the implementers and change agents regarding the appropriateness of the proposed innovations to the context in which curriculum development is destined to occur. This negotiation is based on a two-way communication between implementers and change agents which assists in clarifying misunderstandings and which allows for full consideration to be given to socio-cultural factors. Details on how implementers or teachers can take part in innovation are discussed in section 7.5.4 below.

The adoption of one or more models depends on the context of innovation. In a centralized education system the power-coercive and the empirical-rational strategies

are more likely to succeed than the normative-re-educative. In such systems a top-down policy is adopted and little attention is paid to the implementers. However, in a decentralized system the normative-re-educative strategy is more appropriate since if those most directly involved with the implementation of the policy do not have some personal commitment to the changes, then they will be unlikely to do what is necessary for the changes to be put into effect. Other things being equal, the normative-re-educative strategy is also the most long-lasting strategy since it has a comprehensive view of innovation. That is, it takes into consideration a wider range of factors, including the crucial socio-cultural factors, than the other two models.

It is uncontroversial that attitudes are determinants of behaviour. Fullan and Miles (1992:748) and Markee (1997:179) argue that it is possible to change attitudes and therefore behaviour. Fullan and Miles suggest that the behaviour and attitudes of implementers should not be seen as obstacles during the early stages of innovation. Rather, they should be regarded as natural responses to new beliefs and implementers should be assisted in accepting change. This can be done through the influence of opinion leaders who may hold higher positions such as supervisors. The opinion leaders must be seen as different from change agents so that they are not viewed as representatives of the change agents. Other opinion leaders could be senior teachers; the source of their power is the recognition of their greater experience by their more junior colleagues. In this view, the role of opinion leaders is to influence their peers through negotiation.

Changes in attitudes may not always lead to changes in behaviour. Markee (1994:3) suggests a triangle of innovation, comprising (i) development through the use of new materials, (ii) development through the adoption of new methodological skills, and (iii) development through the adoption of new pedagogical values. He further points out that the relationship between attitudes and behaviour is reciprocal (Markee 1994:2). That is, putting new ideas into practice may lead to changes in belief. Similarly, changing beliefs may lead to changes in behaviour. Kennedy (1988:338) asserts that it is important that adopters feel that innovation is their own. When teachers take part in innovation, it increases the feeling of ownership and hence the stability of innovation. In

this way teachers are given to change their behaviour through experience. They also may modify innovation to match their own culture.

However, Furnham and Gunter (1989:3) argue that attitudes are weak predictors of behaviour unless a number of behaviours associated with them are observed. To identify attitudes to women for example, it is not sufficient to use one-shot measures of behaviour. Rather, it is better to use multiple act measurement since it provides us with more information about the relationship between attitudes and behaviour. Questionnaires receive criticism on this ground. That is, people can tell lies and it is better to trust only observation of behaviour.

7.5.3. Change requires the involvement of stakeholders

We have suggested that successful curriculum innovation requires an understanding of the complexities of educational systems. One aspect of this complexity is that there are many individuals and groups who have a legitimate interest in the curriculum. As Fullan and Miles (1992:752) and Markee (1997:178) point out, among these stakeholders are teachers, school principals, parents and students. If innovation is to be successful, all of these groups must play a rôle in implementation. Focusing on teachers, Markee (1997:117) identifies the conditions which must apply if teachers are to be willing participants in change processes. He argues that teachers will commit themselves to change if they are familiar with the nature of the changes proposed, if they believe that the changes can be successfully implemented, if the changes meet the needs of the context, and if the cost of innovation in terms of time, energy and commitment will be balanced by the benefit they derive from the changes.

If teachers can be facilitators of change, they can also impede it. Curriculum innovation may fail if teachers do not have the skills required or sufficient time to develop the curriculum or if they have negative attitudes to innovation. Fullan and Miles (1992:748) state that teachers may show resistance due to a lack of skills or to a lack of sufficient resources for change. Further details on this point are discussed in sections 2.4.4.1, 2.4.4.2, 3.3.2.1 and 3.3.2.2. Suggested solutions to this problem and other curriculum innovation problems are discussed below in Sections 7.6 and 7.7.

7.5.4 Innovation is unpredictable

Fullan and Miles (1992:749) point out that difficulties are part of the process of innovation since people are not familiar with it in the initial stages. Therefore, feelings of ownership are stronger at the end of a process of change than at the beginning. Change forms a threat to existing practices and makes the situation more complex. As Markee (1997:176) points out, change agents may use reason to introduce change but this does not guarantee success. Implementers may not be persuaded by rational argument, especially if they view it as irrelevant to their needs and impracticable. They may also have negative attitudes, even if they agree with the change agents about the need for change and how it should be managed.

Rather than avoiding such problems, it is important to clarify misunderstanding of change. Kennedy (1988:336) quotes Kelly (1980), who suggests the following criteria for accepting change: feasibility, acceptability and relevance. First, change will not be accepted if teachers believe that it is not feasible. For example, teachers may observe that the time given to them does not match the time required to cover the new activities. Second, change must be acceptable; that is, there must be a match between the teachers' preferred style of teaching style and the style proposed. If there is a good match, the change is likely to be accepted. Third, change must be relevant; that is, teachers may accept change if they perceive that it meets the needs of their students. One way to achieve matching is to exchange roles. In other words, in large scale innovation, suppliers (material writers) may be selected from the implementers; in smaller scale one, particularly in institutions which use ESP materials, implementers could be involved in curriculum innovation.

When teachers are involved in innovation, they may modify the innovation to match their culture. This may involve them making changes in the content and methodology. This may not be desirable since teachers may not be the best judges of effective methodology. This may be the case either if teachers are inexperienced, or if they have long experience in the profession without the benefit of teacher development programmes. Both groups are in need of teacher training and this may require, among other things, changes in belief so as to make the innovation more acceptable. Changing belief is not easy and it takes time to conform to new values. Head-teachers also need to

be informed and convinced of the necessity for the proposed changes since they are responsible for the management of the schools and for facilitating learning and teaching.

7.5.5 Keep communication channels open

Kennedy (1988:336) says that channels of communication have to be always open among participants. This enables the exchange of feedback between the participants regarding the actions taken. This feedback may result in change that meets the needs and interests of the implementers.

The possibility of keeping channels of communication open may depend on the educational culture. In centralized systems, communication is typically from the top down, and in decentralized systems it is typically from the bottom up. In the developing world many educational systems are centralized and teachers have little say in curriculum innovation. This makes it difficult to abide by Kennedy's recommendation to keep channels of communication open and it is likely that this lack of openness in the administrative culture is an obstacle to successful innovation in many developing countries. In order to overcome this obstacle, ELT change agents need to be aware of the importance of establishing open channels of communication between teachers and administrators. If communication is only from the top down, changes will not be long lasting.

7.5.6 Summary

The change agent should be aware that change is multi-systemic. That is, the context of change includes many interlocking systems. The existence of these systems should be acknowledged and an effective strategy of management should be adopted in introducing change in these systems. Three major implementation strategies are identified: power-coercive, empirical-rational and normative-re-educative. The power-coercive strategy has the major disadvantage that it imposes change on those who have to implement it; under this strategy, attempts at curriculum innovation are likely to encounter difficulties. The empirical-rational strategy also pays little attention to the participation of those responsible for implementing change. This strategy is based on the assumption that reasonable argument will influence attitudes to change. In other words, there is an assumption that the relationship between attitudes and behaviour is

reciprocal. To the extent that this assumption is valid, teachers are likely to accept change when they are convinced of the importance of change and when they experience the new methodology after being provided with the required teaching skills. The normative re-educative strategy pays more attention to socio-cultural and personal factors. It gives more importance to communication between the change agent and the implementers of change. In this model, the implementers may exchange roles with the change agents. In this way they are given the opportunity to take part in the process of planning which may contribute to feelings of ownership and hence the stability of innovation. A combination of the above three mentioned strategies results in a fourth model, namely, the linkage model which makes use of the advantages of each model. In the next section we discuss which of these models is most appropriate for an understanding of the situation in Qatar as we have outlined it in this thesis.

7.6 Principles of curriculum change applied to ELT in Qatar

From the findings above and in the light of the theoretical principles of change we have discussed, we conclude that the problem we have described can be primarily attributed to cultural and political factors in the Qatar educational context. The practices of teachers reflect an authoritarian teaching style derived from the hierarchical nature of Arab society. Use of competition is another example which is rooted in the culture of Qatari people since families encourage children to compete with each other in learning school subjects. Similarly the behaviour of students reflects the influence of culture: they compete with each other and it is not normally appropriate for them to ask for clarification. Teachers and students also have positive attitudes to competition and memorization.

The influence of political factors is most evident in the attempts of the Ministry of Education to implement the CLT method using a power-coercive strategy. This strategy is supported by the Western commercial sector in the form of publishers such as Oxford University Press (see Section 2.3.2 for details). The result of the use of the power-coercive strategy has been that the attempt to implement CLT methodology has been largely ineffective, despite the introduction by the Ministry of Education of innovative materials and training sessions for teachers (see section 2.3.2.1). The Ministry of Education's strategy has been ineffective largely because they have paid little or no

attention to other major factors that influence behaviour change; in particular, they have neglected to take account of the deep-seated attitudes of teachers, which are strongly resistant to change.

Other factors that contribute to the problem are administrative and structural. The administrative factors are related to the fact that male head-teachers use a more authoritarian management style than their female colleagues; as we have seen, an authoritarian approach to school management contributes to a climate of opinion which is resistant to change (see section 5.6.1). The structural factors are related to lack of English resources, lack of flexibility in classroom organization and lack of an English room (see section 5.4.2).

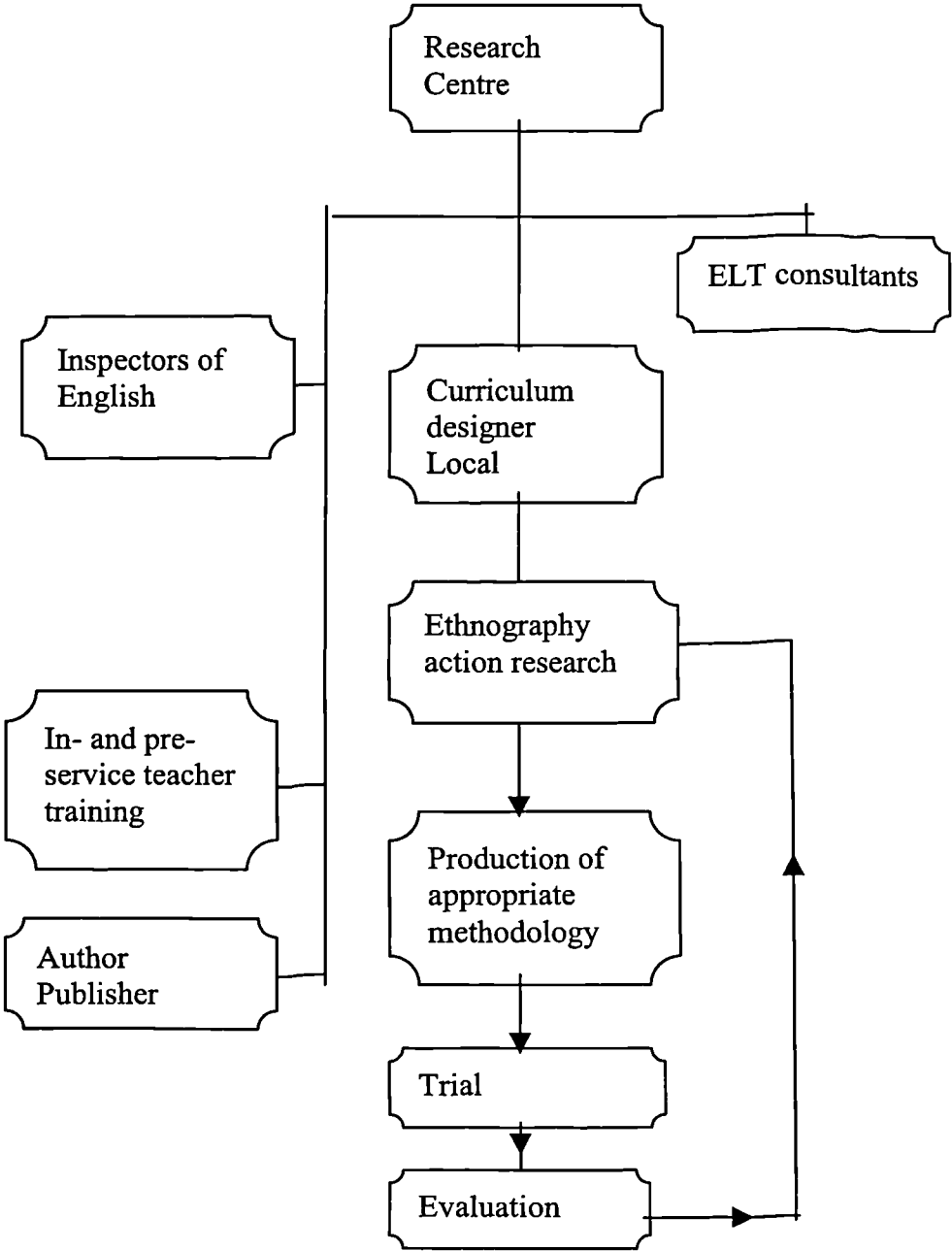
If innovation is to succeed, the Ministry of Education should change its mode of implementation. That is, the use of power-coercive strategy is not effective in promoting change. We argue that in Qatar, the use of an eclectic approach (what we have referred to as the “linkage model”) is the most appropriate strategy of innovation management. The linkage model takes account of the attitudes of teachers and students; one consequence of this is that it enhances the feelings of ownership of those involved in the implementation of change and it lessens their feeling that innovation is imposed on them. In addition to this “responsive” element, the linkage model allows for the use of economic and political resources to overcome the structural, administrative, educational and financial problems. Details on how the linkage strategy may be applied in the Qatari context are discussed in the next section.

7.7 Implications of the findings

It was indicated in Chapter 2 (Sections 2.3.2 and 2.3.2.2) that CLT methodology was introduced to Qatar in 1975 by the Ministry of Education with Oxford University Press (O.U.P.) as a commercial partner. However, field research was not carried out to investigate the appropriacy of the methodology being proposed to the Qatari context. Rather, according to Morad (1994), O.U.P. regarded the Gulf area as a market where they could export their ready-made curriculum. The result was that a curriculum was adopted which had a cultural basis that is different from that of the host country (Qatar).

In order to avoid such problems, we suggest the following method of curriculum innovation management for the Arab world. An English language centre should be established in order to conduct research in classrooms which informs curriculum methodology. Figure 7.1 shows the position of this centre within the suggested model of curriculum innovation management.

Fig. 7.1 Suggested curriculum innovation management



The research centre would involve a team of researchers in teaching English as a foreign language who would work co-operatively with a foreign curriculum designer. They would carry out ethnographic action research. Nunn (1996:421) suggests that it is essential to provide a description of the behaviour of students and teachers in the classroom as a starting point for appropriate change. White (1988:123) states that the aim of action research is to modify and develop the curriculum methodology and it is done by teachers themselves. However, it could be said that the teachers in the Arab world usually do not have the research skills that are necessary for them to be able to investigate their own classrooms. They also do not have sufficient time to carry out research since they are overloaded with teaching periods, correction of students' written work and extra administrative work. Therefore, we suggest that a researcher from the research centre should carry out the research. It would be necessary for the research to be ethnographic in nature. We do not mean that it should be 'pure ethnography'. Nunn (1996:454) quotes Watson-Gegeo (1988) who defines the term as follows:

The study of people's behaviour in naturally occurring, on-going settings, with a focus on the cultural interpretation of behaviour.

What we mean in this regard is that the researcher, along with the curriculum designer, should look beyond what is going on in the classroom. In particular, they should identify the social factors affecting the behaviour and attitudes of teachers and students. Holliday (1997:28) says that:

It is important to look at the classroom culture in terms of wider cultures. The classroom is part of complete interrelated and overlapping cultures of different dimensions within the host educational environment.

Holliday (1997:29) asserts that the classroom culture includes the cultures of the classroom, the host institution, the students, professional academics as well as the wider international education-related and national cultures. The classroom culture is not exclusively determined by factors within the host institution culture. Similarly the culture of the host institution is not completely contained within the national culture.

This is due to the fact that these cultures are influenced by factors within other outside cultures.

During the research stage the researcher and the curriculum designer should identify the attitudes of the teachers and students towards innovation in the classroom. The findings of the research would be used to develop curriculum appropriate methodology. Two possible strategies of management of change would be used at this stage, namely adaptation and integration (see Section 7.6.1, Item 1). This modified methodology should avoid some of the problems identified during the research stage. Nunn (1996:430) suggests that the proposed new methodology should be compatible with the behaviour of the teachers and students in the classroom. Then this new methodology would be put to trial and subjected to evaluation. This process would be constant until an appropriate methodology was produced. The curriculum designer would inform the author or the publisher of the outcome of this process, thus feeding in to the production of the curriculum materials. Similarly, the research centre would inform the in-service and pre-service teacher trainers of the outcomes of the research to assist in the preparation of a retraining programme. The Inspectors of English would also be informed of the proposed changes.

The research centre would occasionally invite English language teaching consultants who are independent from the author and the publisher. The aim would be to assist in the evaluation and development of English language teaching in general.

Another conclusion which we draw from the findings is that since the attitudes of teachers are influenced by the social context of the host environment, these attitudes can be changed, and it should be possible to promote a change in attitudes leading to a more positive perception of curriculum innovation initiatives. The in-service teacher training programme should provide the teachers with the opportunity to express themselves regarding any aspect of the approach to curriculum innovation. Training sessions which are based on reasoned argument and a dialogue between teachers and trainers should be effective in making change more acceptable to teachers and students.

A final conclusion which we draw from the findings is that the culture of learning of Arab students is not always an obstacle to innovation. There are elements within this

culture of learning, such as, for example, the value placed on memorization, which can be used to support innovation if used in imaginative ways by the teacher.

7.8 Conclusion

This study takes its point of departure from the problem of the low standard of attainment by school students of English in Qatar in recent years. Communicative Language Teaching has been the method approved by the Qatar Ministry of Education for English Language instruction in its schools. Despite an extensive in-service training programme developed to training teachers in the use of CLT methods, a series of evaluation reports shows that the attempt to introduce these methods has met with considerable resistance from teachers. The aim of this study is to contribute to our understanding of the factors underlying this resistance and more generally, to contribute to our understanding of the process of successful ELT curriculum innovation in the Arab world.

The focus of this study is on the beliefs and practices of teachers, pupils and head-teachers towards English language teaching and learning in Qatar. In particular, we focus on the classroom culture which results from the beliefs and practices of male ELT teachers and students. The findings of this study suggest that the beliefs and practices of male English language teachers and students are incompatible in many respects with the officially promoted CLT methodology. This implies that the cultural factors are primary in language teaching, learning and successful curriculum innovation. The findings of this study also suggest that there are several significant background factors that affect the attitudes of teachers and pupils towards teaching and learning in ELT classroom in Qatar. These include sex, qualifications, the location of school and nationality.

The study is by no means a definitive answer to the question as to how ELT curriculum innovation in Qatar can be successfully implemented. Before such a definitive answer can be arrived at, there are a number of outstanding questions which require further investigation, including the following:

- What is the role of the political factors in curriculum innovation?
- What are the attitudes and behaviour of female English language teachers and students towards the teaching of English?

- What are the attitudes and behaviour of student teachers at the University of Qatar towards the teaching of English?

APPENDIX A

Recommendations

In the light of the empirical findings of this study, we make the following recommendations regarding the development of English language teaching in Qatari preparatory schools. .

1 Recommendations related to teaching methods

In Chapter Three, Section 3.5, three strategies of management of change were discussed, namely, adaptation of the innovative methods, gradual introduction and integration of elements of old and new methods. In the light of the findings of this study we suggest that adaptation and integration would be more effective strategies than the gradual introduction of innovation for the Qatari context. We have seen that there are obstacles to innovation related to expectations about the respective roles of the teacher and students, the value of memorization and competition. These expectations are deeply rooted in Qatar society. Therefore it is not easy for the teachers to change their beliefs if they are required to adopt a new methodology wholesale rather than being required to adopt to it.

Integration of elements from the old and the new methods is another possible strategy, provided that careful consideration is taken regarding the selection of the elements. The elements from the new methods should be culturally appropriate to the Qatari context. It is evident from the findings of this study that pair and group-work are not effective in the context of the prevailing classroom culture.

Other elements, such as listening to taped materials, are valued by the teachers of English. As we have seen, however, most of the students expressed negative attitudes to listening to audio-tapes, probably because of a lack of tape recorders and the

teachers' practice of reading the text aloud from the transcript (see discussion in Chapter 6, Section 6.4.2.2). In this case the students could be expected to adapt to the cultural expectations of the innovative methods. For example, they could be provided with tape-recorders.

Another important consideration is that the elements to be selected from the old methods should not be contrary to the findings of language learning theory. For example, memorization of a whole text is counter-productive but memorization of language functions is more useful. Nunn (1996:422) suggests that instead of attempting to elicit a 'verbatim reconstruction of text' teachers could devise exercises which involved the 'transformation of the text'. This is an example of how existing practices could be adapted so as to be more productive in language learning.

In the light of the discussion above, we suggest the following to make CLT methodology appropriate to Qatari context:

1. Group- and pair-work should be regarded as an optional technique in the classroom. Inspectors of English, however, should convince teachers of the importance of using pair-work. When doing pair-work, the students should feel free to use whatever language helps them to complete the task in hand.
2. Teachers should continue teaching grammar patterns and using competition in the classroom to motivate the pupils. However, they should decrease the time allocated for the whole class mode of teacher-student interaction when the teacher asks questions to the whole class and encourages the students to compete to give the answer. Time should be saved for pair (optional) and individual work. When students are involved in such work, they should be given sufficient time to complete the tasks, especially those related to reading and writing skills.
3. Memorization of texts should be discouraged and inspectors of English should make sure that test items are not based on the content of the text-books.
4. Resources such as a photocopier should be made available for English language teachers. This will help the teachers to photocopy tasks from text-books or other sources and to use them for cooperative activities in classroom. Similarly, the school

library should be provided with references and graded readers for the use of students. Time also should be assigned to such activities; forty-five minutes a week may be sufficient as a start.

5. Inspectors of English should make head-teachers aware that cooperation is not in conflict with discipline. A certain amount of noise is expected and acceptable when pair-work is being used. Head-teachers also need to be aware that reorganization of desks in the classroom to accommodate pair-work is a common practice when using CLT methodology.
6. The Ministry of Education should open more schools in highly populated areas in order to solve the problem of large classrooms. This will assist in the implementation of innovation in the Qatari school system.
7. Male expatriate Arab teachers should take into consideration the desire of their students regarding the use of cooperation in classroom. Although it is recommended that pair-work should be optional, they may use it occasionally.
8. Expatriate Arab teachers should use the L2 for giving instructions from the primary stage in order to train students to listen to English and to respond accordingly. Although experience suggests that many teachers are not proficient enough in spoken English to be able to use English exclusively in the classroom, most of them are able to use simple English for daily classroom interaction. In this way, the teacher's talk can provide a valuable source of input for the students.

2 Recommendations related to teacher training

9. Coordination should take place between the Ministry of Education as the receiver of the graduates of the Faculty of Education and the University of Qatar as the supplier of teachers. They should work together to establish the competencies that teachers should demonstrate in schools and they should collaborate on the design of the curriculum of the pre-service teacher training programme. This will assist in providing the Faculty of Education with information about the current situation in schools and their needs in terms of methodology and the problems of implementation.

10. In-service teacher training programmes should include all the components mentioned for a more effective implementation of CLT methods such as teaching the four skills and writing tests (see section 5.3.2). Special attention should be paid to the concepts of accuracy and fluency and to the sequencing of activities so that both accuracy and fluency are promoted.
11. Two full time teacher trainers (one male and one female) should be assigned to train and make follow-up visits in schools to newly recruited teachers. Then reports should be made to inspectors of English in order to monitor the progress of newly qualified teachers in the future.

3 Recommendations related to materials design

12. Some reading tasks should be redesigned to cater for pair-work. This could be easily done in many cases through slight modifications to the Workbook. Alternatively, teachers could be encouraged to photocopy tasks which are based on individual work and to adapt them to allow for their use in pair-work. One simple technique to foster collaboration is to assign two students to do one task sharing one sheet of paper.
13. The number of tasks in the text books should be reduced, particularly in grades one and two of the preparatory stage. This will contribute to solving the problem of the high density of the syllabus and will assist the teachers to provide sufficient time to complete tasks.
14. The language functions and expressions incorporated into a lesson should be made clear to students in order to help them to memorize them. This can be done by writing the relevant expressions in a box after learning them in context.

4 Recommendations related to recruitment

15. New teachers should be interviewed by the English inspectors before recruitment. English should be used as the means of communication at the interview since it is an indicator of the teacher's oral proficiency in English. The interview may include questions on methodology, assessment and class control. A reading and writing test may be used as an indicator of the teacher's proficiency in written English. This

could be a standardized test such as the IELTS test or the TOEFL. The first year of recruitment should be a probationary period and a decision to renew the contract should be based on a progress report written by the inspector of English and a teacher trainer.

16. The salaries of expatriate Arab teachers should be increased annually according to their evaluation report. This will help to meet the soaring cost of living and to reduce the time allocated for private tuition. Teachers with low performance should be warned first to improve their performance in classroom. If they fail to do so, they should be dismissed.

5 Recommendations related to achievement in English language

17. The Ministry of Education should make use of the communications media to make parents aware of the importance of learning English and to encourage their children to take English courses in the summer holiday.
18. The Ministry of Education should encourage parents with lower qualifications to complete their education by opening classes in outer-city. This in turn will influence their children positively regarding their attitudes to the English language.
19. The Ministry of Education should encourage male Qatari teachers to teach in schools. This may contribute to solving the problem of losing well-qualified man power. It is probably true to say that male Qatari teachers are more open to innovation than expatriate Arab teachers. If there were more Qatari teachers in the boys' schools, this would result in better motivation and performance since the Qatari teachers are more familiar with the students. Also, they would not carry out private tuition which has a negative effect on the students' performance in English. These steps would foster more positive attitudes to the teaching and learning of English and hence would lead to an improvement in performance by the students.
20. The Ministry of Education should assign funds to provide schools with sufficient numbers of audio and video tape-recorders along with the relevant maintenance services and English video tapes to be shown to the students. These resources will assist in increasing the students' exposure to native speakers. This in turn will help

the development of the students' listening skills and in establishing a positive integrative orientation to English language in the students.

6 Suggestions for further research

This study has identified the attitudes of teachers, head-masters and students towards the teaching and learning of English as a foreign language in Qatar. It has also investigated the classroom practices of teachers and the behaviour of students in boys' preparatory schools in Qatar. However, due to the limitations of the study, the following areas require further research:

The practices of teachers and the behaviour of students in classrooms in girls' schools in Qatar. This data should be collected and analyzed in order to compare it with comparable data from the boys' schools. This could be followed by interviews with female teachers and students to identify their attitudes to CLT methods.

The existing English language teachers' problems and their needs related to training, motivation and their relationships with students need to be looked into in more depth. Identification of such areas may result in improving the existing in-service teacher training and teachers' practices in the classroom.

The attitudes of student teachers at the University of Qatar should be investigated regarding the pre-service training. This may involve investigating the effectiveness of the teacher training programme and the extent to which the assigned credit hours enable them to teach English with confidence in schools.

The perceptions of the inspectors of English regarding the effectiveness of teacher training and CLT methodology should be investigated. This may result in improvements in the teacher training programme and in the delivery of effective language learning programmes in schools.

7 Final word

We believe that if the recommendations made in this chapter are adopted they will contribute to the success of ELT projects in the Arab world in general and in Qatar in

particular. However, the measures will be incomplete if the further research mentioned above is not carried out to overcome the limitations of this study.

APPENDIX B

Students' Questionnaire

Key to students' questionnaire sub-scales

Scale	Items
1. Attitudes towards the English language	4, 12, 18, 31
2. Attitudes towards teachers of English	21, 25, 28, 33
3. Attitudes towards parental encouragement	11, 14, 19, 34
4. Attitudes towards communicative language teaching	1, 9, 6, 13, 16, 35,
5. Attitudes towards traditional methods	10, 20, 24, 27, 30, 37
6. Attitudes towards English language textbooks	7, 15, 23, 32
7. Instrumental motivation to learning English	2, 5, 8, 17, 36
8. Integrative motivation to learning English	3, 22, 26, 29

Introductory letter

Dear student,

The purpose of this questionnaire is to investigate your attitude towards learning English as a foreign language since it contributes to the development of performance of students and teaching English.

Your name is not required but your frank answer to all questionnaire items and the responses will not be revealed to English teachers.

I would appreciate it if you could answer all the items and return the questionnaire to your head master/mistress.

Yours faithfully,

J. Al-Khwaiter

Section 1

Put (x) in the appropriate box

Sex	male	1
	female	2

Age	10-12	1
	13-15	2
	16-18	3

Nationality	Qatari	1
	non-Qatari	2

Parents' qualifications

Father	illiterate	1
	literate	2
	primary	3
	preparatory	4
	secondary	5
	university	6

Mother	illiterate	1
	literate	2
	primary	3
	preparatory	4
	secondary	5
	university	6

Section 2

Please write(x) in the appropriate box below that most closely corresponds to your view:

Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

1. The teacher of English should avoid encouraging learners to exchange information in English (he should avoid asking students to speak English to each other).
2. Learning English will help me to pursue my future studies.
3. Learning English is important because it will help me to get to know English-speaking people.
4. I like learning English.
5. Learning English will help me to get a good job in the future.
6. I like the teacher of English to allow working in pairs.
7. English Language text-books develop my writing skills.
8. Learning English is of little benefit, particularly when I travel to an English-speaking country for tourism.
9. The teacher of English should avoid organizing the class in pairs for co-operation (he should not ask students to sit close to each other).
10. I like the teacher of English to focus on grammar.
11. My parents pay no attention to my work in English (e.g. homework).
12. Learning English is useful.
13. I like the teacher to encourage us to express ourselves in English.
14. My parents help me to learn English.
15. The listening exercises in the Workbook are difficult to understand.

16. I like the teacher of English to encourage us to be independent in learning English, e.g. he should allow us to work together and not rely on him all the time.
17. Learning English is of little benefit for broadening my knowledge of the world.
18. Learning English is a waste of time.
19. My parent are indifferent if I gain high scores in English.
20. I like the teacher of English to translate all words into Arabic for us.
21. The teacher of English is a kind person.
22. Learning English makes us less proficient in Arabic.
23. The topics of the Pupils' Book are interesting.
24. The teacher of English should avoid lecturing most of the time (he should avoid talking most of the time).
25. The teacher of English is sincere in his teaching.
26. Learning English is important because it helps me to know the culture of English-speaking people (their traditions, for example).
27. The teacher of English should avoid correcting all my errors when I speak English.
28. The teacher of English is bad-tempered.
29. Learning English is of little benefit since it is part of Western traditions.
30. The teacher of English should encourage us to memorize some texts from the Workbook (letters, for example).
31. Learning English is boring.
32. The reading texts in the Pupils' Book are difficult to understand.
33. The teacher of English is boring.
34. My parents advise me to learn English.
35. The teacher of English should avoid asking us to help each other in learning English.
36. Learning English will help me to pass the examination.

37. The teacher of English should avoid encouraging students to compete with each other, e.g. saying that a student is better than another when answering questions or allowing students to compete with each other when asking questions.

APPENDIX C

English Language Teachers' Questionnaire

Key to teachers' questionnaire sub-scales

Scale	Items
1. Attitudes towards communicative language teaching	2, 14, 20, 23, 29, 39
2. Attitudes towards students	11, 12, 17, 37
3. Attitudes towards teaching profession	3, 4, 19, 22, 30, 38
4. Attitudes towards the English language textbooks	1, 7, 24, 28, 34, 40
5. Attitudes towards in-service teacher training	6, 16, 25, 35
6. Attitudes towards head master/mistress	9, 13, 26, 33
7. Attitudes towards traditional methods	5, 10, 15, 21, 27, 36
8. Attitudes towards inspectors of English	8, 18, 31, 32
9. Difficulties of teaching innovative teaching methods	3.1 - 3.9
10. Teacher training needs	4.1 - 4.16

Introductory letter

Dear Teacher of English,

The purpose of this questionnaire is to examine your attitudes towards teaching English as a foreign language.

Your name is not required but your frank answer to all items. This contributes to the development of the situation of teaching English in general and practices in classroom in particular.

I would appreciate it if you could answer the questionnaire and return it to head teacher's secretary within two days.

Yours faithfully,

Section 1

Put (x) in the appropriate box

Sex	male	1
	female	2
Nationality	Qatari	1
	non Qatari	2
Years of experience	1-5	1
	6-10	2
	11-15	3
	16-20	4
	21-25	5
	More	6
Qualification	Diploma of teacher college	1
	BA	2
	General Diploma in Education	3
	Special Diploma in Education	4
	Master Degree	5
	PhD	6

Section 2

Please read the following statements and indicate your feelings towards teaching English as a foreign language by writing (x) in the appropriate box which contain one of the following options:

Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly disagree	1

1. The appearance of the English text-books is appealing.
2. The teacher of English should pay more attention to the message of the learner than to the form.
3. I like teaching English as a profession.
4. When I teach English I provide a good service for the country.
5. It is important to focus on grammar.
6. The in-service teacher training course is unnecessary.

7. The reading texts in Pupils' Book are difficult for the students to understand.
8. The English language inspector's job is to detect teaching mistakes.
9. The existing head-teacher is tactful.
10. The teacher of English should avoid correcting all students' errors when speaking English.
11. Students like learning English.
12. It is difficult to improve learners' performance in English.
13. The existing head-teacher is impatient.
14. Paying less attention to grammar results in less proficient learners in English.
15. It is important to translate all words into Arabic.
16. The in-service teacher training course is satisfactory.
17. The teacher of English should help less proficient students in English.
18. The English language inspector lacks professional qualifications.
19. I would change my profession as a teacher of English if I could.
20. It is important to encourage learners to communicate in English.
21. The teacher of English should avoid lecturing most of the time.
22. Teaching English is the last resort for the educated unemployed.
23. It is important to encourage learners to express themselves in English.
24. The writing tasks in the Workbook develop the students' writing skills.
25. The in-service teacher training course is boring.
26. The existing head-teacher is unjust.
27. It is important to encourage students to memorize some English language texts from the Workbook.
28. The topics of the Pupil's Book are interesting.
29. Pairwork is a waste of time.

30. Teaching is an insecure profession since teachers of English can lose their jobs easily.
31. The English language inspector's evaluation is objective.
32. The English language inspector's directives help to develop the teaching profession.
33. The existing head-teacher is caring about our teaching problems.
34. The listening tasks in the Workbook are difficult for the students to do.
35. The in-service teacher training course is useful.
36. The teacher of English should avoid encouraging students to compete with each other.
37. Students are careless in learning English.
38. I am enthusiastic when preparing my English lessons.
39. Encouraging learners to do English language tasks together results in a marginal role for the teacher.
40. The reading texts in the English text-books are insufficient to develop the students' reading skills.

Section 3

Please write (x) in the appropriate box below that closely represents your view regarding difficulties of implementing innovative teaching methods such as Communicative Language Teaching method.

Definitely true 5

True 4

Uncertain 3

Untrue 2

Definitely Untrue 1

- 3.1 A lack of English resources (tapes, readers, etc.) hinders the use of innovative teaching methods.
- 3.2 Parental encouragement to listen to old people in the family makes learners prefer lecturing to working together.
- 3.3 Large class size hinders the use of innovative teaching methods which encourage pair and group-work.

- 3.4 Parental encouragement to compete (advising children to gain higher scores than others or making comparisons between them in learning) hinders the use of innovative teaching methods which support cooperation.
- 3.5 The use of lecturing by teachers of subjects other than English hinders the use of innovative teaching methods which advocate cooperation in doing tasks.
- 3.6 The high density of the English language syllabus hinders the use of innovative teaching methods which require sufficient time for implementation.
- 3.7 Classroom organization hinders the use of innovative foreign language methods.
- 3.8 Lack of an English language room hinders the use of innovative teaching methods.
- 3.9 Keeping the classroom quiet and disciplined as one of the school administration's regulations hinders the use of innovative foreign language teaching methods.

Section 4

For better implementation of innovative teaching methods such as Communicative Language Teaching method, please show how important the following teacher training items for developing teaching skills of old and newly recruited teachers, by writing (x) in the appropriate box which includes one of the following options.

Extremely important	5
Of considerable importance	4
Uncertain	3
Of little importance	2
Not important	1

- 4.1 Presentation of vocabulary items
- 4.2 Teaching reading
- 4.3 Teaching writing
- 4.4 Teaching listening
- 4.5 Teaching speaking
- 4.6 Lesson planning
- 4.7 Teaching grammar
- 4.8 Discipline
- 4.9 Teaching translation

- 4.10 Theoretical background to Communicative Language Teaching
- 4.11 Using dictionary
- 4.12 Teaching dictation
- 4.13 Using pair and group-work
- 4.14 Conducting oral/aural tests
- 4.15 Writing written tests
- 4.16 Correcting errors

APPENDIX D

Head-masters/mistress' questionnaire

Key to head master / mistress' questionnaire sub - scales

Scale	Items
1. Attitudes towards teacher of English	2, 5, 8, 11
2. Attitudes towards innovative teaching methods	1, 4, 7, 10
3. Attitudes towards parents	3, 6, 9, 12
4. Difficulties of using innovative teaching methods	3.1 - 3.8

Introductory letter

Dear Headmaster/mistress,

The purpose of this questionnaire is to examine your attitude towards teaching English as a foreign language.

Your name is not required but your frank answer to all items. This contributes to the development of the situation of English language teaching.

I would appreciate it if you could answer the questionnaire and return it within two days.

Yours faithfully,

Section 1

Please write (x) in the appropriate box:

Sex	male	1
	female	2

Section 2

Please read the following statements and show your feelings towards teaching English including the innovative teaching methods officially adopted in schools, by writing (x) in the appropriate box which contains one of the following options:

Strongly agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly disagree	1

The following are some characteristics of these methods:

Language in the innovative teaching methods is used for communication. That is, the focus is on meaning more than form. The teaching also focuses on interaction through speaking and in writing on self-expression. Students are responsible for their own learning. Innovative teaching methods provide students with a more significant role in classroom. That is, they learn the L2 through doing tasks together in pairs or groups. The teacher's role is to encourage the students to learn, to co-operate and to listen to each other. Innovative teaching methods do not focus on grammar, which is learnt through context without explicit teaching of rules. Innovative teaching methods pay attention to the four skills: reading, writing, listening and speaking.

Strongly agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly disagree	1

1. Innovative teaching methods (e.g. the official method used in teaching English in school) develop speaking skills.
2. The teachers of English are cooperative.
3. Parents cooperate with the school administration regarding the children's English language problems.
4. Innovative teaching methods encourage learners to speak to each other which results in disruptive behaviour in English language lessons.
5. The teachers of English are unorganized (e.g. get into class late).
6. Parents are careless regarding their children's performance in English.
7. Innovative teaching methods develop reading skills.
8. The teachers of English are sincere in doing their job.

9. Parents show anxiety when their children's performance is not satisfactory.
10. Innovative teaching methods produce less proficient English language learners.
11. The teachers of English are impatient.
12. Parents pay no attention to their children's home-work.

Section 3

Please read the following statements and indicate your view regarding the difficulties of implementing foreign language innovative methods by writing (x) in the appropriate box which includes one of the following options:

Definitely true	5
True	4
Uncertain	3
Untrue	2
Definitely untrue	1

- 3.1 A lack of English language resources (readers, tapes, etc.) hinders the use of innovative teaching methods.
- 3.2 Parental encouragement to listen to old people in the family makes learners prefer lecturing to working together.
- 3.3 Large class size hinders the use of innovative teaching methods which encourage pair and group work.
- 3.4 Parental encouragement to compete (advising children to gain higher scores than others or making comparisons between them in learning) hinders the use of innovative teaching methods which support cooperation.
- 3.5 The use of lecturing by teachers of subjects other than English hinders the use of innovative teaching methods which advocate cooperation in doing tasks.
- 3.6 Classroom organization hinders the use of foreign language innovative methods.
- 3.7 Lack of an English language room hinders the use of innovative teaching methods.
- 3.8 The use of competition by many teachers hinders the use of foreign language innovative methods.

APPENDIX E

Classroom Observation Checklist

	Teacher behaviour	Yes	No	Details
1.	Using L1 for giving instructions			
2.	Using L2 for explaining tasks			
3.	Correcting all errors			
4.	Teaching grammar explicitly			
5.	Translating texts. e.g. statements and questions			
6.	Using various techniques for presentation of vocabulary items. e.g. guessing meaning from the context, explanation, synonyms, etc.			
7.	Paying attention to the students' message			
8.	Encouraging students to communicate in L2			
9.	Offering sufficient time for the average student			
10.	Encouraging students to participate			
11.	Dominating classroom activities. e.g. talking most of the time and providing answers before students think about questions thoroughly			
12.	Using teaching aids			
13.	Encouraging students to compete with each other			
14.	Encouraging student to memorize a particular text			
15.	Asking students to read for a purpose. e.g. gist scanning and details			
16.	Asking students to listen for a purpose			
17.	Encouraging students to read passages aloud			
	Student behaviour	Yes	No	Details
18.	Using L1 for answering teacher questions			
19.	Using L2 for practice			
20.	Cooperating in doing tasks			
21.	Working alone			

22.	Competing with each other			
23.	Showing desire to excessive explanations			
24.	Listening to each other while working together			
25.	Asking teacher for clarifications			
26.	Listening passively to the teacher			

APPENDIX F

Observation checklist of teachers and students' behaviour

Teacher's behaviour																									
1. Using L1 for instructions	N	Y	N	N	N	Y	Y	N	Y	Y	N	Y	Y	Y	Y	Y	Y	N	N	N	N	N	N	N	N
2. Using L2 for explaining tasks	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
3. Correcting all errors	Y	Y	N	N	N	N	N	N	N	-	N	N	N	N	N	N	N	N	N	Y	Y	Y	Y	Y	Y
4. Teaching grammar explicitly	N	Y	N	N	N	N	N	N	N	Y	NA	N	NA	N	N	N	N	N	N	N	N	N	N	N	N
5. Translating texts	N	Y	N	N	N	N	N	N	N	Y	N	N	N	N	Y	N	Y	N	Y	Y	Y	Y	N	N	N
6. Using various techniques for vocabulary presentation	NA	Y	NA	NA	NA	Y	Y	Y	Y	N	N	NA	NA	NA	NA	NA	NA	NA	Y	Y	Y	Y	Y	Y	Y
7. Paying attention to students' message more than form	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
8. Encouraging students to communicate in L2	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
9. Offering sufficient time for the average student to complete tasks	Y	Y	N	Y	N	Y	N	Y	N	Y	N	NA	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
10. Encouraging students to participate	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
11. Dominating classroom activities	N	N	Y	N	N	Y	Y	N	Y	N	Y	Y	N	N	N	N	N	N	N	N	N	N	N	N	N
12. Using various teaching aids	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
13. Encouraging students to compete with each other	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
14. Encouraging students to memorise a particular text	N	Y	Y	N	N	Y	N	N	N	N	N	Y	N	N	N	N	N	N	N	N	N	N	N	N	N
15. Asking students to read for a purpose	NA	Y	Y	Y	Y	Y	Y	Y	Y	NA	Y	NA	Y	Y	Y	NA	NA	Y	Y	NA	NA	Y	NA	Y	NA
16. Asking students to listen for a purpose	NA	Y	N	Y	Y	NA	Y	N	Y	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	Y	NA	Y	NA
17. Encouraging students to read passages aloud	N	N	Y	Y	N	N	N	N	N	Y	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Students behaviour																									
18. Using L2 for answering teacher	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

APPENDIX G

Students' interview schedule

1. Some students like learning English through doing tasks together, e.g. answering questions on reading comprehension, while others like learning it through doing tasks on their own. Which strategy do you prefer? Why?
2. Some teachers use English most of the time in the classroom while others use English and translate tasks into Arabic. Which strategy do you prefer?
3. Some students like learning English through listening to taped material (e.g. a dialogue). Others like learning it through listening to the teacher. Which strategy do you prefer? Why?
4. Some students like learning English through speaking to their partners while others like learning it through speaking to the teacher. Which strategy do you prefer? Why?
5. Do you work alone most of the time? Does your teacher encourage you to do so? Do your parents encourage you to do so?
6. Some students like learning English through memorizing some texts while others like learning it through only reading texts. Which strategy do you prefer?
7. Some students think that memorizing grammar rules is essential for learning English while others think that practice is more essential. What do you think? Does your teacher encourage you to memorize grammar rules?
8. Some teachers correct most mistakes, e.g. pronunciation, while others correct only some mistakes. Which technique do you prefer?
9. Some teachers translate all vocabulary items into the L1 while others use translation as well as other techniques such as pictures, gestures, context and so on. Which technique does your teacher use? Which technique do you prefer?
10. Some students like learning English through competing with their classmates while others like learning English individually without competition. Which strategy do you prefer? Why? (follow up question)

APPENDIX H

Teachers' interview schedule

1. Some teachers think that working together is more effective while others think that working alone is less effective. What do you think? Why?
2. Some teachers think that student-student interaction is less effective in teaching English while others think that teacher-student interaction is more effective. What do you think?
3. Some teachers think that taped material is less effective in teaching English while others think that teachers' talk is more effective. What do you think?
4. Some teachers use English most of the time while others use English and translate some tasks into Arabic. What do you think?
5. Do you ask your students to do tasks alone? Why? How often?
6. Some teachers think that memorizing some texts fosters language learning while others think that reading them only is more effective. What do you think?
7. Some teachers think that memorizing grammar rules is essential for language learning while others do not. What do you think?
8. Some teachers correct most of students' mistakes while others correct some of them. What do you think?
9. Some teachers translate all vocabulary items into Arabic while others use translation as well as other techniques such as pictures, gestures and context. What do you think?
10. Some teachers think that competition is effective in learning English, while others do not. What do you think? Do you encourage your students to compete with each other?

APPENDIX I

Questionnaire for head teachers (Arabic version)

استبانة مدير المدرسة
السيد/ مدير المدرسة :

الهدف من هذه الاستبانة هو معرفة شعورك اتجاه تعليم اللغة الانجليزية.

إن اجابتك مهمة جداً، فهي تسهم في تطوير اوضاع اللغة الانجليزية بما يعود بالفائدة على أبنائنا الطالبات.

ليس المطلوب منك ذكر اسمك و انما الاجابة على جميع الاسئلة 0

يرجى تسليم الاستبانة خلال يومين من استلامها .

هذا ولكم جزيل الشكر

الباحث
القسم الأول:-
الاسم :

ضع × في الخانة المناسبة.

الجنس

ذكر
أنثى

القسم الثاني:

يرجى بيان شعورك نحو تعليم اللغة الانجليزية والطرق الحديثة في تدريسها ومن ضمنها الطريقة المعتمدة رسمياً في المدارس وعموماً تتميز الطرق الحديثة لما يلي :-

- 1- اللغة وسيلة للاتصال .
تستخدم اللغة الأجنبية من اجل التواصل بين المتحدثين بها وهذا يعني التركيز على المعنى أكثر من الدقة اللغوية ، فالطريقة الحديثة تعنى بتبادل المعلومات شفهايا أو كتابيا وكذلك التعبير عن حاجات المتكلم بها .
- 2- الطالب او الطالبة يتحملان جزءاً كبيراً من تعلم اللغة الأجنبية .
تعطى الطرق الحديثة الطالب او الطالبة دوراً كبيراً في تعلم اللغة فهما يتعلمان اللغة بأداء المناشط اللغوية بالتعاون مع زملائهما في الصف فيتم تنظيم الصف على هيئة أزواج او مجموعات لتحقيق هذا الغرض ، ودور المدرس او المدرسة هنا هو تشجيع الطالب او الطالبة على التعلم والتعاون وان يستمع كل منهم للآخر .
- 3- تعلم القواعد يكون بطريق غير مباشر من خلال القراءة .
لا تركز الطرق الحديثة على القواعد ولكن تعرضها من خلال القراءة من دون شرح تفصيلي للقواعد اللغوية .
- 4- تعليم المهارات لأربعة .
تهتم الطرق الحديثة بتدريس المهارات الأربعة وهي : القراءة ، والكتابة ، والاستماع ، والحديث ، وتختلف في التركيز على كل مهارة ، فمثلا الطريقة المتبعة حالياً في المدارس ربما تركز على الاستماع والحديث أكثر من القراءة والكتابة بينما طرق أخرى تركز على الاستماع والقراءة .

يرجى منك الآن وضع (×) في الخانة المناسبة والتي تحتوي أحد الخيارات التالية:

أوافق بشدة. (موافقة تامة)

أوافق (موافق بدرجة اقل)

غير متأكد

لا أوافق

لا أوافق بشدة (غير موافق تماما)

	أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة
1					الطرق الحديثة في تعليم اللغة الإنجليزية، مثلا الطريقة المعتمدة رسميا في المدارس ، تتمى مهارة الحديث لدى الطالبة.
2					مدرسو اللغة الإنجليزية متعاونون.
3					يتعاون أولياء الأمور مع إدارة المدرسة فيما يتعلق بمشاكل ابنانهم في اللغة الإنجليزية.
4					تشجع الطرق الحديثة الطلاب على الحديث أثناء الحصة مما يؤدي إلى الفوضى في درس اللغة الإنجليزية.
5					مدرسو اللغة الإنجليزية غير نظاميين مثلا يدخلون الصف متأخرين .
6					أولياء الأمور مهملون بمتابعة مستوى ابنانهم في اللغة الإنجليزية.
7					الطرق الحديثة تنمي مهارة القراءة لدى الطلاب في اللغة الإنجليزية.
8					مدرسو اللغة الإنجليزية مخلصون في عملهم .
9					يقلق أولياء الأمور عند تدني مستوى ابنانهم في اللغة الإنجليزية.
10					انتجت الطرق الحديثة طلاب ضعافا في اللغة الإنجليزية.
11					مدرسو اللغة الإنجليزية عديمي الصبر في تعليم اللغة الإنجليزية .
12					أولياء الأمور لا يلقون بالآ لما يقوم به ابنانهم من واجبات منزلية في اللغة الإنجليزية.

القسم الثالث:

يرجى بيان وجهة نظرك فيما يتعلق بالصعوبات التي تعوق تطبيق الطرق الحديثة في تعليم اللغة الانجليزية كالطريقة المعتمدة رسمياً بالمدارس.

يرجى وضع x في أحد الخانات التي تحتوي على أحد الخيارات التالية:

صحيح بالتأكيد

صحيح

غير متأكد

غير صحيح

غير صحيح بالتأكيد

صحيح بالتأكيد	صحيح	غير متأكد	غير صحيح	غير صحيح بالتأكيد
1-3	عدم توفر مصادر التعلم الأخرى (قصص قصيرة، أشرطة الخ) يعوق استخدام الطرق الحديثة في تعليم اللغة الانجليزية.			
2-3	تشجيع الأسرة لأبنائها على الاستماع لمن هو أكبر سناً يجعلهم يفضلون اسلوب المحاضرة في تعليم اللغة الانجليزية على الطرق الحديثة التي تنبني التعليم عن طريق التفاعل بين الطالب وزميلة			
3-3	كثرة عدد الطلاب في الصف يعوق استخدام الطرق الحديثة التي تؤكد على تعلم اللغة الانجليزية في مجموعات أو تفاعل الطالب مع زميلة.			
4-3	تشجيع الأسرة لأبنائها على التنافس (نصح الأبناء مثلاً بالحصول على درجات أعلى من زملائهم) يعوق استخدام الطرق الحديثة التي تعزز التعاون في تعلم اللغة الانجليزية بدل التنافس.			
5-3	استخدام اسلوب المحاضرة في التعليم من قبل مدرسي المواد الأخرى يعوق استخدام الطرق الحديثة في تعليم اللغة الإنجليزية ترى ضرورة تعلم اللغة الأجنبية من خلال التعاون في أداء المناشط اللغوية في الصف .			
6-3	نظام توزيع الطالفي الصف يعوق استخدام الطرق الحديثة في تعليم اللغة الإنجليزية التي تؤكد أهمية تفاعل الطالب مع زمياء في تعلم اللغة .			
7-3	عدم توفر غرفة للغة الانجليزية يعوق استخدام الطرق الحديثة في التعليم.			
8-3	تبني اسلوب المنافسة من قبل كثير من المدرسين يعوق استخدام الطرق الحديثة في تعليم اللغة الانجليزية.			

شكراً على تعاونكم في الإجابة ،،

APPENDIX J

Questionnaire for teachers (Arabic version)

استبانة المدرس

الهدف من هذه الاستبانة هو معرفة شعورك نحو تعليم اللغة الانجليزية .

إن إجابتك مهمة جداً ، فهي تسهم في تطوير أوضاع اللغة الانجليزية بشكل عام و تحسين ممارسات المهنة بشكل خاص .

يرجى الاجابة على جميع الاسئلة .

يرجى إعادته الاستبانة خلال يومين للسيد / سكرتير المدرسة .

هذا ولكم جزيل الشكر والامتنان .

الباحـث
جاسم جبر الخويطر
جامعة دي مونتفورت - بريطانيا

القسم الاول

(في الخانة المناسبة .Xضع)

الجنس
نكر

انثى

☐☐

الجنسية
قطري

☐

غير قطري

☐

عدد سنوات الخبرة

1

☐

5-

10-6

☐

15-11

☐

20-16

25-21

أكثر

المؤهلات دبلوم دار
بكالوريوس

في
الدبلوم العام في التربية
الدبلوم الخاص في التربية

ماجستير

المعلمين

دكتورة

القسم الثاني

(مرة واحدة أمام كل جملة مبينا شعورك نحو تعليم اللغة الإنجليزية ، باختيارك أحد الخيارات التالية :Xضع)
بشدة

أوافق

أوافق

محايد

لا أوافق
لأوافق بشدة

لأوافق بشدة	لا أوافق	محايد	أوافق	أوافق بشدة		
					إخراج كتب اللغة الإنجليزية (نوعية الورق ، الرسوم مثلا) جيد.	1-
					على معلم اللغة الإنجليزية أن يركز على معنى مايقوله الطالب أكثر من تركيزه على الدقة اللغوية	2-
					أحب مهنة تعليم اللغة الإنجليزية .	3-
					عندما أقدم اللغة الإنجليزية فإني أقدم خدمة للمجتمع.	4-
					من الضروري أن يركز المعلم على تدريس القواعد	5-
					تدريب المعلم أثناء الخدمة غير ضروري .	6-
					قطع القراءة في كتاب الطالب صعبة الفهم على الطلاب .	7-
					مهمة موجهة اللغة الإنجليزية هي تصيد عيوب المدرس.	8-
					مدير المدرسة الحالي لبق في تعامله مع المدرسين .	9-
					على مدرس اللغة الإنجليزية أن يتجنب تصحيح كل اخطاء الطالب عندما يتحدث اللغة الإنجليزية .	10-
					يجب على الطلاب تعلم اللغة الإنجليزية .	11-
					من الصعب تحسين مستوى الطلاب في اللغة الإنجليزية .	12-

13-	مدير المدرسة عديم الصبر .				
14-	إعطاء أهمية قليلة للقواعد يؤدي إلى ضعف مستوى الطلاب في اللغة الانجليزية .				
15-	من الضروري ترجمة كل المفردات إلى اللغة العربية.				
16-	تدريب المعلم أثناء الخدمة جيد .				
17-	على المدرس أن يساعد الطلاب الضعاف في اللغة الإنجليزية.				
18-	تتقص موجة اللغة الإنجليزية الكفاءة في التوجيه.				
19-	لو كان باستطاعتي أن أغير مهنتي كمدرس لغة الإنجليزية لفعلت.				
20-	من الضروري تشجيع الطلاب على استخدام اللغة الإنجليزية من أجل التواصل				
21-	على مدرس اللغة الإنجليزية أن يتجنب أسلوب المحاضرة في التدريس .				
22-	تعليم اللغة الإنجليزية هي مهنة من لاهنة له .				
23-	من الضروري تشجيع الطلاب على التعبير عن أنفسهم باللغة الإنجليزية				
24-	تنمي كتب اللغة الإنجليزية مهارة الكتابة لدى الطالب .				
25-	تدريب المعلم أثناء الخدمة ممل .				
26-	مدير المدرسة غير عادل .				
27-	من الضروري تشجيع الطلاب على حفظ بعض النصوص في كتاب التمارين .				
28-	موضوعات كتاب الطالب جذابة.				
29-	تفاعل الطالب مع زميلة في أداء المناشط اللغوية مضيعة للوقت .				
30-	مهنة تعليم اللغة الإنجليزية تفتقد الأمان ، حيث من السهل أن يفقد المعلم وظيفته.				
31-	تقييم موجة اللغة الإنجليزية قائم على الموضوعية .				
32-	توجيهات موجة اللغة الإنجليزية تسهم في تطوير مهارتي في التدريس.				
33-	يهتم مدير المدرسة بمشاكلنا في مهنة التدريس.				
34-	تمارين الاستماع في كتب اللغة الإنجليزية صعبة على الطلاب.				
35-	تدريب المعلم أثناء الخدمة مفيد في تطوير مهارات التدريس .				
36-	على مدرس اللغة الإنجليزية أن يتجنب تشجيع الطلاب على التنافس مع بعضهم البعض				
37-	الطلاب مهملون في تعلم اللغة الإنجليزية				
38-	أشعر بالمتعة عندما أعد درس اللغة الإنجليزية .				
39-	يصبح دور مدرس اللغة الإنجليزية هامشياً عندما يشجع الطلاب على أداء المناشط اللغوية مع بعضهم البعض .				
40-	قطع القراءة غير كافية لتنمية مهارة القراءة لدى الطالب في كتب اللغة الإنجليزية .				

القسم الثالث :

(مرة واحدة أمام كل عبارة مبينا وجهة نظرك نحو الصعوبات التي تعوق تطبيق الطرق الحديثة لتعليم اللغة الاجنبية مثل الطريقة Xضع)

التواصلية Communicative Language Teaching CLT

مطلوب منك اختيار أحد الإجابات التالية :

صحيح بالتأكيد

صحيح

غير متأكد

غير صحيح

غير صحيح بالتأكيد

		صحيح بالتأكيد	صحيح	غير متأكد	غير صحيح	غير صحيح بالتأكيد
1-4	عدم توفر مصادر التعليم (قصص قصيرة ، أشرطة ، إلخ) يعوق استخدام الطرق الحديثة لتعلم اللغة الإنجليزية .					
2-4	تشجيع الأسرة لأبنائها على الإصغاء لمن هو أكبر سناً يجعلهم يفضلون أسلوب المحاضرة على الطرق الحديثة التي تشجع على تعلم اللغة الإنجليزية من خلال تفاعل الطالب مع زميلة أكثر من تفاعله مع المدرس .					
3-4	كثرة عدد الطلاب في الصف يعوق استخدام الطرق الحديثة التي تتبنى تعليم اللغة الإنجليزية عن طريق المجموعات و العمل الثنائي .					
4-4	تشجيع الأسرة لأبنائها على التنافس مع زملائهم في تعلم اللغة الإنجليزية (مثلاً : بأن تتصحهم بالحصول على درجات أعلى من زملائهم أو أن تقارن بينهم و بين زملائهم) يعوق ذلك استخدام الطرق الحديثة التي تتبنى التعاون بدل التنافس .					
5-4	استخدام أسلوب المحاضرة من قبل مدرسي المواد الأخرى ، يعوق استخدام الطرق الحديثة في تدريس اللغة الإنجليزية لاستخدام العمل الثنائي و مجموعات .					
6-4	كثافة منهج اللغة الإنجليزية يعوق استخدام الطرق الحديثة التي تتطلب وقتاً كافياً للتطبيق .					
7-4	نظام توزيع الطلاب في الصف يعوق استخدام الطرق الحديثة لتعلم اللغة الإنجليزية .					
8-4	عدم توفر غرفة للغة الإنجليزية يعوق استخدام الطرق الحديثة في تعليم اللغة الإنجليزية .					
9-4	الالتزام بالهدوء والنظام في الفصل كأحد قوانين إدارة المدرسة يعوق استخدام الطريقة الحديثة لتعلم اللغة الإنجليزية .					

القسم الرابع :

من أجل تحسين أداء المدرس في تطبيق الطرق الحديثة في تعليم اللغة الإنجليزية كالتربية التواصلية ، يرجى بيان رأيك في مدى أهمية

محتويات البرنامج التدريبي التالي ، لتدريب المعلمين الجدد والقدامى .

(مرة واحدة أمام كل عبارة و بإختيارك أحد الخيارات التالية :Xضع)

مهم جداً

مهم لحد ما

غير متأكد

قليل الأهمية

غير مهم

	مهم جداً	مهم لحد ما	غير متأكد	قليل الأهمية	غير مهم
1-5					
2-5					

				طريقة تعليم الكتابة .	3-5
				طريقة تعليم الإستماع .	4-5
				طريقة تعليم الحديث .	5-5
				طريقة تحضير الدروس .	6-5
				طريقة تعليم القواعد .	7-5
				كيفية حفظ النظام في الصف .	8-5
				طريقة تعليم الترجمة .	9-5
				مقدمة نظرية عن الطريقة التواصلية .	10-5
				طريقة استخدام القاموس .	11-5
				طريقة تعليم الإملاء .	12-5
				طريقة استخدام المجموعات و العمل الثنائي .	13-5
				طريقة اختبار الطلاب في مهارتي الإستماع و الحديث .	14-5
				طريقة تصميم اختبارات تحريرية .	15-5
				طريقة تصحيح الأخطاء .	16-5

APPENDIX K

Questionnaire for students (Arabic version)

اسم الطالب

عزيزي الطالب

الهدف من هذه الاستبانة هو معرفة شعورك اتجاه تعلم اللغة الإنجليزية , حيث إن ذلك يفيد في تحسين مستوى الطلاب وطريقة تعليم اللغة الإنجليزية.

ليس من الضروري كتابة اسمك على الإستبانة , و لكن الاهم من ذلك هو اجابا تك الصادقة على الاسئلة وارجاع الاستبانة لمدير المدرسة .
يرجى الإجابة على كل الاسئلة .
الباحث /

القسم الأول :

ضع x في الخانة المناسبة

الجنس

ذكر

☐

أنثى

☐

العمر 12-10

☐

15-13

☐

18-16

☐

الجنسية قطري

☐

غير قطري

☐

مؤهلات الوالدين :

الأب : أمي (لا يقرأ ولا يكتب)

☐

يقرأ ويكتب

☐

ابتدائي

☐
☐

اعدادي

ثانوي

☐

جامعة

☐

الأم : أمية (لا تقرأ ولا تكتب)

☐

تقرأ وتكتب

☐

ابتدائي

☐

إعدادي

☐

ثانوي

جامعة

القسم الثاني :

ضع × مرة واحدة أمام كل جملة مبينا شعورك نحو تعلم اللغة الإنجليزية باختيارك أحد الخيارات التالية :

- أوافق بشدة (بكل تأكيد)
- أوافق (أوافق بدرجة أقل)
- محايد
- لا أوافق
- لا أوافق بشدة (لا أوافق تماما)

لا أوافق بشدة	لا أوافق	غير متأكد	أوافق	أوافق بشدة	
					1- على مدرس اللغة الإنجليزية أن يتجنب تشجيع الطلاب على تبادل المعلومات باللغة الإنجليزية. (يتجنب أن يطلب من كل طالبين أن يتحدثا اللغة الإنجليزية مع بعضهما البعض).
					2- يساعدني تعلم اللغة الإنجليزية على مواصلة دراستي في المستقبل .
					3- تعلم اللغة الإنجليزية مهم جداً لأنه يساعدني على التعرف على المتحدثين بها .
					4- أحب تعلم اللغة الإنجليزية .
					5- يساعدني تعلم اللغة الإنجليزية على الحصول على وظيفة جيدة في المستقبل .
					6- أرجو من مدرس اللغة الإنجليزية أن يسمح لكل طالب أن يدرس مع زميله في الحصة .
					7- تنمي كتب اللغة الإنجليزية لدي مهارة الكتابة .
					8- تعلم اللغة الإنجليزية قليل الفائدة خاصة عندما أسافر للسياحة إلى بلد يتحدثها .
					9- على مدرس اللغة الإنجليزية أن يتجنب تنظيم الطلاب على هيئة أزواج لعرض التعاون في تعلم اللغة (ينهي كل طالب عن الجلوس بقرب زميله) .
					-
					10- أرجو من مدرس اللغة الإنجليزية أن يركز على تدريس القواعد .
					11- والذي لا يهتمان بما أقوم به من أعمال في مادة اللغة الإنجليزية (مثلا الواجبات المنزلية).
					12- تعلم اللغة الإنجليزية مفيد .
					13- أرجو من معلم اللغة الإنجليزية أن يشجعنا على أن نعبر عن أنفسنا باللغة الإنجليزية .
					14- يساعدني والذي على تعلم اللغة الإنجليزية .
					15- تمارين الاستماع صعبة الفهم في كتاب التمارين .
					16- أرجو من مدرس اللغة الإنجليزية أن يشجعنا على أن نعتمد على أنفسنا في تعلم اللغة الإنجليزية (لا نعتمد عليه اعتماداً كلياً في الحصول على الإجابات وإنما يمكن أن يساعد الطالب زميله في ذلك , مثلاً) .
					17- تعلم اللغة الإنجليزية قليل الفائدة في زيادة حصيلتي من المعلومات عن العالم الخارجي .
					18- تعلم اللغة الإنجليزية مضيعة للوقت .
					19- والذي لا يهتمان إن حصلت على درجات عالية في اللغة الإنجليزية

20-	أرجو من مدرس اللغة الإنجليزية أن يترجم جميع كلمات الدرس إلى اللغة العربية .				
21	مدرس اللغة الإنجليزية طيب .				
22-	يجعلنا تعلم اللغة الإنجليزية طلاباً ضعافاً في اللغة العربية .				
23	موضوعات كتاب الطالب ممتعة .				
24-	على مدرس اللغة الإنجليزية أن يتجنب أسلوب المحاضرة في تعليم اللغة الإنجليزية (يتجنب أن يتحدث معظم وقت الحصة) .				
25-	مدرس اللغة الإنجليزية مخلص في عمله .				
26-	تعلم اللغة الإنجليزية مهم لأنه يمكنني من التعرف على ثقافة المتحدثين بها (عاداتهم , تقاليدهم , مثلاً) .				
27-	على مدرس اللغة الإنجليزية أن يتجنب تصحيح كل أخطائي اللغوية عندما أتحدث اللغة الإنجليزية .				
28-	مدرس اللغة الإنجليزية عصبي .				
29-	تعلم اللغة الإنجليزية قليل الفائدة لأنه جزء من التقاليد الغربية .				
30-	على مدرس اللغة الإنجليزية أن يشجعنا على حفظ بعض النصوص (رسالة , مثلاً) من كتاب التمارين .				
31-	تعلم اللغة الإنجليزية ممل .				
32-	قطع القراءة صعبة الفهم في كتاب الطالب .				
33-	مدرس اللغة الإنجليزية ممل .				
34-	ينصحنني والذي بأن أتعلم اللغة الإنجليزية .				
35-	على مدرس اللغة الإنجليزية أن لا يطلب منا أن يساعد كل طالب زميله في تعلم اللغة الإنجليزية .				
36-	تعلم اللغة الإنجليزية يساعد على النجاح في الامتحان .				
37-	على مدرس اللغة الإنجليزية أن يتجنب تشجيع الطلاب على منافسة بعضهم البعض (عليه أن يتجنب أن يقول أن الطالب فلان أفضل من زميله , أمام الطلاب , عندما يجيب بإجابة أفضل أو يسأل الصف ثم يتنافس الطلاب في الإجابة) .				

شكراً لك عزيزي الطالب على الإجابة
تمنيتي لك بالتوفيق في دراستك

APPENDIX L

Teachers' interview schedule (Arabic version)

نيسر دمل ا عم قلاب اقم

- 1) يرى بعض المدرسين أن أداء الطلاب للتمارين مع بعضهم البعض له تأثير فعال في تدريس الانجليزية ، بينما يرى آخرون أن أداء الطلاب للتمارين بأنفسهم هو أكثر فعالية(مارايك في ذلك ؟ ولماذا ؟
- 2) يرى بعض المدرسين أن تفاعل الطالب مع زميلة أقل فعالية في تعلم الانجليزية بينما يرى آخرون تفاعل المدرسين مع طلبة هو أكثر فعالية . مارايك في ذلك ؟
- 3) يرى بعض المدرسين أن استخدام مادة مسجلة أقل فعالية في تدريس الانجليزية ، بينما يرى آخرون أن حديث المدرس لطلبة هو أكثر فعالية في ذلك . مارايك ؟
- 4) يقوم بعض المدرسين باستخدام الانجليزية معظم الوقت ، بينما يقوم آخرون بالتحدث بالانجليزية وترجمة بعض التمارين إلى العربية . مارايك في ذلك ؟
- 5) هل تطلب من طلابك أن يؤدوا التمارين بمفردهم ؟ لماذا ؟ ما مقدار استخدامك لهذه الطريقة ؟

6. يرى بعض المدرسين أن حفظ النصوص يعزز تعلم الانجليزية ، بينما يرى آخرون أن الاكتفاء بفهمها هو أكثر فعالية في ذلك ؟ مارايك في ذلك ؟

7) يعتقد بعض المدرسين أن حفظ القواعد النحوية ضروري لتعلم الانجليزية بينما يرى آخرون خلاف ذلك ؟ مارايك في ذلك ؟

8) يقوم بعض المدرسين بتصحيح معظم أخطاء الطلاب اللفظية ، بينما يقوم آخرون بتصحيح بعضها ؟ مارايك في ذلك ؟

9) يقوم بعض المدرسين بترجمة كل المفردات إلى العربية ، بينما يقوم آخرون باستخدام الترجمة إلى جانب طرق أخرى كاستخدام الصوت وحركات الجسم و التخمين من خلال السياق . مارايك في ذلك ؟

10) يرى بعض المدرسين أن استخدام أسلوب المنافسة ، فعال في تعليم الانجليزية بينما يرى آخرون خلاف ذلك ؟ مارايك في ذلك ؟ هل تشجع الطلاب على المنافسة ؟ لماذا ؟

APPENDIX M

Students' Interview Schedule (Arabic version)

1. يفضل بعض الطلاب أن يؤدي التمارين مع زميلة مثلا يجيب على أسئلة القراءه بالاشتراك مع زميلة ، بينما يفضل البعض الآخر تأدية التمارين بأنفسهم . ماذا تفضل أنت ؟ لماذا؟
2. يقوم بعض المدرسين استخدام الانجليزية معظم الوقت ، بينما يقوم آخرون بالتحدث بالانجليزية وترجمة بعض التمارين إلى العربية . ماذا تفضل أنت ؟
3. يفضل بعض الطلاب بالاستماع إلى شريط يحتوي على محادثة مثلا في تعلم الانجليزية ، بينما يفضل آخرون الاستماع للمدرس ؟ ماذا تفضل أنت ؟ لماذا؟
4. يفضل بعض الطلاب أن يتحدث مع زميلة في تعلم الانجليزية ، بينما آخرون يفضلون التحدث مع المدرس . ماذا تفضل أنت ؟ لماذا؟
5. هل تقوم بأداء التمارين بمفردك غالبا ؟ هل يشجعك المدرس على ذلك ؟ هل يشجعك والداك على ذلك؟
6. يفضل بعض الطلاب حفظ النصوص في تعلم الانجليزية ، بينما يفضلون قرائنها فقط . ماذا تفضل أنت ؟
7. يرى بعض الطلاب أن حفظ القواعد ضروري لتعلم الانجليزية ، بينما يرى آخرون أن الممارسة أهم من ذلك . ماذا تفضل أنت ؟ هل يشجعك المدرس على حفظ القواعد؟
8. يقوم بعض المدرسين بتصحيح معظم أخطاء الطلاب عند التحدث بالانجليزية مثلا الأخطاء اللفظية ، بينما يقوم آخرون بتصحيح بعض الأخطاء . ماذا تفضل أنت ؟
9. يقوم بعض المدرسين بترجمة كل المفردات إلى العربية ، بينما يقوم آخرون باستخدام الترجمة إلى جانب طرق أخرى كالصور والحركة و التخمين من خلال السياق / أي طريقة يستخدمها مدرسك ؟ ماذا تفضل أنت ؟
10. يفضل بعض الطلاب اسلوب المنافسة مع زملائه في الصف لتعلم الانجليزية ، بينما يفضل الآخرون التعلم من دون منافسة . ماذا تفضل أنت ؟ لماذا؟

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